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ABSTRACT

The product of a self-study of Oglala Sioux Community College (OSCC) of the Pine Ridge Indian Reservation, this report documents OSCC's fulfillment of the criteria for initial accreditation by the North Central Association of Colleges and Schools, and provides an overview of the 10-year history of the school. Part 1 describes the purpose of the self-study report, the process used by OSCC in conducting the self-evaluation and preparing the report, and the accreditation history of the college. Part 2 presents information about the current status of various areas of OSCC's operations, an assessment of their effectiveness, and plans for the future. This section covers history; mission and purposes; governance and organization; cooperative agreements; programs of instruction (i.e., applied science, education, human services, general studies, Lakota studies, nursing, office of special projects, learning resources center, student development, and community services); financial resources; physical facilities; faculty; and planning. Part 3 provides a summary reiterating institutional strengths and concerns, and laying out an institutional plan of action for the future. Congressional testimony by Reva High Horse on the effectiveness of OSCC is appended. (AYC)

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TOKATAKIYA

A SELF STUDY OF OGLALA SIOUX COMMUNITY COLLEGE

JANUARY 1983

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Submitted To The North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
By Oglala Sioux Community College
Piya Wiconi
Box 490
Kyle, South Dakota 57752

Elgin Badwound, President
Birgil Killen Straight, Chairman, Board of Trustees

**Tokatakiya is a Lakota word meaning "onward or forward." This was suggested as a title by OSCC staff during the 1982 Annual Retreat to symbolize the Self-Study process as a means of OSCC "looking down the road" and progressing to better fulfill its mission and purposes.*

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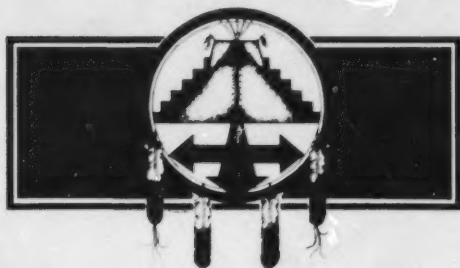
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Introduction

This Self-Study Report being submitted by Oglala Sioux Community College has a number of major and interrelated purposes. The primary purpose is to prepare for the March, 1983 visit by the North Central Association. By June 1983, the College wishes to receive accreditation at the two year degree granting level in the degrees it presently offers at that level and accreditation for four year degrees in elementary education.

The Board of Trustees has set this as a College goal since the Board believes accreditation is important to give OSCC credibility with both its constituents and the outside community, to allow administrative freedom to better meet the needs of the Oglala Sioux Tribe and its people and to provide for continuing improvement of academic and overall quality.

The Report also provides documentation of where the College is after ten years of operation. While assuring that OSCC meets the North Central Association's General Institutional Requirements and Evaluative Criteria, the report is a ten year progress report and a baseline data study from which to measure further progress. It is built upon the Status Study (1978) which put together much of the basic information.

Another major purpose of the Self-Study Report is as part of the ongoing renewal and improvement process that the College began in 1978 and which is scheduled to continue through 1988. The Long Range Plan outlines the path the College intends to follow to self-sufficiency. A five year Title III Strengthening Program, which has just been approved, will provide the resources.

The Self-Study Process is actually documented throughout the Report. So as to avoid redundancy only the major points of the process will be outlined and then referenced to the sections of the report which are applicable.

There are basically four major points in the process of Self-Study over the course of the last two years:

- Development of the Long Range Plan
- Implementation of the Piya Wiconi Okolakiciye (Staff Assembly)
- Holding of Annual Planning Retreats (1980-1981-1982)
- Writing of the Self-Study Report

The development of the Long Range Plan began with the formation of the Master Planning

Committee in 1979. This followed the receipt of the Report of the North Central Association Team First Visit in 1978. The Master Planning Committee was formed to address the concerns expressed in the NCA Report and to chart a course for the College for future development. The development of the Long Range Plan is discussed in Part Two: Section IX.

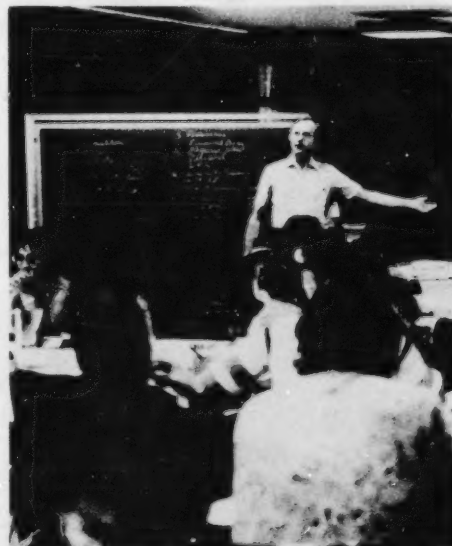
The implementation of the Piya Wiconi Okolakiciye began in 1980 as a response to the NCA concern over the need for a faculty assembly. The College responded to the concern by stating it felt a "staff" assembly was needed which included all staff. Bylaws were drawn up and the PWO and committees began functioning in 1980-81. After the first year, the bylaws were revised and the four committees were reorganized. The Committees are Student Services, Instructional Affairs, Institutional Development and Institutional Activities. For the 1981-82 year each Committee was given a list of areas to work on with special emphasis on the NCA concerns of the 1980 Biennial Visit. A further elaboration of the Committee process is contained in Part Two: Section II of the Report.

The College has been holding annual planning retreats in July since 1978. The retreats are a time for the Board and top staff to get together to review the previous year and set some objectives for the coming year. The theme of all the retreats has been the quest for academic quality and accreditation. During the 1981 Retreat Dr. Joe Bailey, a former NCA Evaluator, was brought in to detail the accreditation process. Task Forces of Board and staff members were set up in areas corresponding to Self-Study major areas (e.g. Planning, Fiscal Resources, etc.). Each of the Task Forces brainstormed its area during the retreat and the results became the basis of further Committee work as well as a source for people writing sections of the Self-Study Report.

The 1982 Retreat concentrated on the review of the Long Range Plan by all staff and also on the review of the first draft of the Self-Study Report. A special Board meeting on July 30, 1982 reviewed and approved the Long Range Plan. A special Board workshop on the involvement of the Board of Trustees and the District Boards in the Self-Study was held on September 2 and 3, 1982.

The Institutional Development Committee was entrusted with coordination of the self-study process. The Committee developed the Report outline, assigned sections to the appropriate authors and reviewed the first draft.

Dr. Joe Bailey helps the staff and board prepare for the Self-Study at the 1981 college retreat.





Dr. James Cook meets with the college administration in preparation for the initial accreditation evaluation in March of 1983.

The OSCC Self-Study Report is organized according to NCA recommendations in *A Practical Guide to Institutional Evaluation, 1981-1982*. Part One is the *Introduction and Overview* and includes the purpose of the Self-Study Report, the process OSCC went through for doing the Self-Study and writing the Self-Study Report and an explanation of how the Report itself is organized.

Part One also includes an *Institutional Overview* which covers the Accreditation history of OSCC, recent commission actions and changes made at OSCC since the last biennial visit. This section also contains a short description of what makes OSCC unique.

Part Two A. provides evidence that OSCC meets all the General Institutional Requirements for accreditation. Each requirement is listed and the evidence is described or referenced.

Part Two B. covers all areas of OSCC operation to show that OSCC as an institution meets the four evaluative criteria:

1. Has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution;
2. Has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes;
3. Is accomplishing its purposes;
4. Can continue to accomplish its purpose.

Each chapter of this section includes a description of what the current state of the area is, an assessment of effectiveness (including strengths, concerns, evidence of effectiveness) and plans for the future.

The major subheads under *Part Two B. Evaluative Criteria* are the standard areas considered by most colleges in terms of reviewing their operations. A subhead on *Cooperative Agreements* has been added, since OSCC has unique relationships with a number of other institutions which need to be explained in detail to understand the present programs of instruction offered.

Part Three of the Report is a summary which reiterates institutional strengths and concerns, again spells out the evidence that OSCC meets the General Institutional Requirements and Evaluative Criteria and lays out an Institutional plan of action for the future.

Ending the Report are an Abstract which summarizes the Report more succinctly and appendices containing pertinent information.

Institutional Overview

The College was given Candidacy Status in the Spring of 1979 following the initial site visit in the Fall of 1978. The Biennial Visit was carried out in November of 1980.

The Biennial Visit team suggested eight areas of concern. Each of these is addressed in depth at appropriate points in this self-study. Listed here is a brief summary of actions taken since that visit. Continued Candidacy Status was recommended as a result of the Biennial Visit.

<i>North Central Concerns</i>	<i>College Actions</i>
"No coordinated effort to recruit high school students."	Being coordinated by Student Development Office. Career Days held 10/21/82.
"Recruitment process for obtaining new instructors is not clearly defined."	Has been addressed by the Instructional Affairs Committee.
"There is no standardized format for course syllabi."	Developed by Curriculum Committee and adopted by Board Action. Implementation underway.
"Lacking in overall data collection. School must strive to improve their data base. A special need is in the area of follow-up studies of OSCC graduates."	Graduate follow-up study completed through 1982. Student Information System being implemented on computer.
"No evidence of use of an external audit of financial condition and accounting methods of the institution since year ending September 1978."	Skeeter and Associates audit completed through 1980. Audit for 1981 in final stages. Audit for 1982 to be complete by March, 1983.
"The present system for collecting student tuition and fees allow for uncollected funds."	Being addressed by Student Services Committee. Trial run slated for 1983-84.
"An overlapping of supervisory responsibilities within the administrative staff."	Addressed by Long Range Plan, by individual work plans and by ACE/HEMI Needs Assessment and Action Planning.
"Apparent lack of long range planning."	Long Range Plan developed and adopted by Board Action, July, 1982. Annual Planning process being developed.



North Central evaluators meet with college staff during first biennial evaluation in November of 1980.

Oglala Sioux Community College serves a unique community with unique students. The Pine Ridge Indian Reservation is a community with unique needs pointed to by the facts of 75% unemployment, the lowest per capita income in the country; a land base largely leased to outside interests; professional and service positions filled by non-Indians who tend to stay for a short while; a strong Lakota culture and indigenous community leadership structure; a geographic area of over 5000 square miles. The College is structured and the curriculum organized as much as possible to meld with and grow from these local features. The student body is unique in that it is ninety percent Oglala Sioux. Students come from a powerful history of warfare and domination on the plains, fierce independence and self sufficiency, and wish to improve themselves and to help their communities thrive in the future.

Oglala Sioux Community College is also unique in that it was the second college in the nation's history to be chartered by a tribal government. Flowing from this unique foundation are other special characteristics such as: a very high commitment to community services and community education; Lakota Studies as a major element in instruction; a high degree of decentralization; Local Boards for each District Center; a high percentage of low income students and of students who enter from our high school equivalency (GED) program rather than from a high school. OSCC awarded more high school equivalency certificates in each of the past five years than the four reservation high schools combined issued regular high school diplomas.



Oglala Sioux Community College has met and continues to meet the General Institutional Requirements to be affiliated with the Commission and Association as an accredited institution at the post-secondary level.

This section lists each of the Requirements as published in the *North Central Association Quarterly*, Spring, 1981 pp. 391-395. OSCC's compliance meeting of the requirements will be documented or the documentation will be referenced where space does not allow.

Oglala Sioux Community College:

1. "Has formally adopted a statement of mission appropriate to a post-secondary educational institution;"

The basic *mission* of OSCC was set out by the Oglala Sioux Tribe on March 4, 1971 when it approved Ordinance No. 71-01 chartering the College. The ordinance states the mission to be:

"Establish and operate institutions granting post-secondary degrees and certificates, especially that of Associate of Arts, and/or enter into agreements with public or private agencies to offer higher education on the reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Reservation..."

The mission and purposes of the College are further discussed in Section Two B.I. of this report.

2. "Offers one or more educational programs (or curricula) consistent with that mission; including general education at the post-secondary level as an essential element of, or a prerequisite to, the principal program(s);"

As documented in the OSCC Catalog for 1982-1983, the College currently offers programs leading to the A.A. degree in the following areas:

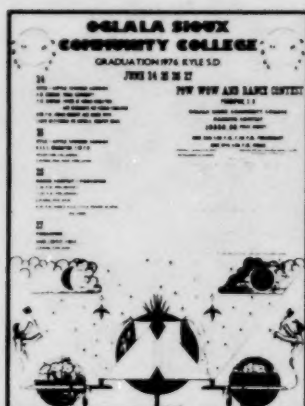
- | | |
|------------------|-------------------|
| -General Studies | -Social Services |
| -Lakota Studies | -Education |
| -Agriculture | -Human Services |
| -Business | -Criminal Justice |
| | -Nursing |

It also offers a Bachelor of Science program in Elementary Education in cooperation with Black Hills State College.

3. "Has adopted a statement specifying the potential students it wishes to serve, and admits students to its programs under admissions policies compatible with this statement and appropriate to the programs;"

After a study of the original college purposes in March, 1978, the Board of Trustees adopted a statement of General Purposes at its Annual Retreat in July 1978. The first General





Purpose specifies the College's potential students as members of the Oglala Sioux Tribe as follows:

I. To provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe and its communities' developmental needs and in so doing, to provide students with competencies and exposures to values enabling them to achieve a decent livelihood and fulfill themselves individually and as members of their communities and the Oglala Sioux Tribe.

The OSCC Catalog states the following in terms of eligibility for admissions:

"Those holding a high school diploma or GED certificate may register for courses."

Although the College does not limit its student body to Oglala Sioux, the student body is made up of 90% Tribal members which is in keeping with the statement on potential students.

4. "Enrolls students in at least one post-secondary educational program normally requiring at least one academic year (or equivalent) for completion, and has students actively pursuing such an educational program at the time of the Commission's evaluation;"

All of the OSCC Associate of Arts Degree programs require approximately 2 years (4 semesters) of attendance. During the Spring, 1982 semester the College had the following numbers of students in each program:

-General Studies—83	-Education—83*
-Lakota Studies—14	-Human Services—43
-Agriculture—13	-Criminal Justice—3**
-Business—60	-Nursing—36

*Plus 48 in the Bachelor's Program

**This is a new program

5. "Awards to each person successfully completing an educational program, a certificate, diploma, or degree appropriately describing the demonstrated attainment of the graduate."

Since 1974 OSCC has awarded the following number of Associate Degrees by educational programs:

-Education—73	-Business—14
-Nursing—44	-Agriculture—3
-General Studies—28	-Home Economics—2
-Social Services—26	-Lakota Studies—1

It has also offered all courses leading to a Bachelor of Science Degree in Elementary Education but the degree was awarded through a cooperative agreement with Black Hills State College since OSCC was authorized by the North Central only to offer the courses leading to the degrees.

6. "Has a charter and/or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma, or degree it awards;"

The College was chartered by Ordinance No. 71-01 of the Oglala Sioux Tribe. Article III Powers, Subpart (d) of the Charter states:

"(d) to grant post-secondary degrees and certificates, especially the degree of Associate of Arts, and to develop curricula leading to such degrees or certificates."

7. "Has all necessary operating authorities in each jurisdiction in which it conducts activities;

The College conducts activities only on the Pine Ridge Indian Reservation and Ordinance 71-01 gives the College the power "...to generally coordinate and regulate all higher education on the Pine Ridge Reservation."

8. "Has formally designated a chief executive officer, or has formally organized and staffed a chief executive office;"

As President of OSCC, Elgin Badwound has been designated chief executive officer and reports directly to the Board of Trustees. (Reference: Organization Chart)

9. "Has a governing board that includes representation reflecting the public interest;"

The Charter of OSCC, Article VI *Members*, states that the College Board will consist of 12 members:

-9 members elected by members of the Oglala Sioux Tribe from each of the nine Reservation districts.

-the Chairman of the Oglala Sioux Tribal Education Committee.

-one member appointed by the Oglala Sioux Tribal President.

-one member appointed by the Oglala Sioux Tribal Council.

The present members and whom they represent (in parenthesis) are:

Mr. Birgil Kills Straight, President (Pejuta Haka) - Executive Director, Little Wound School

Mr. Lloyd Eagle Bull, Jr., Vice President (Pine Ridge Village) - Employment Assistance Officer, Tribal Council Member

Mr. Newton Cummings, Treasurer (Lacreek) - Tribal Council Member, Rancher

Mr. John Her Many Horses, Member (Wounded Knee) - Director, Food Services Program

Mr. Joe American Horse, Member (Tribal Chairman) - Tribal President

Mr. James Red Willow, Member (Eagle Nest) - District Development Planner



Joe American Horse
President, Oglala Sioux Tribe



Birgil Kills Straight
Chairman, OSCC Board of
Trustees



Board of Trustees meeting, Three Mile Creek

Mrs. Phoebe Bear Killer, Secretary (Pass Creek) - Head Start Teacher

Mr. James Lone Elk, Member (Tribal Council) - Physicians Assistant, Tribal Council Member

Mr. Orland Big Owl, Member (Pahin Sinte) - Property and Supply Officer

Mr. Jack Runnels, Member (East Wakpamni) - Businessman

Mr. Louis Whirlwind Horse, Member (HEW Committee) - Tribal Council Member

Mr. Sam Loud Hawk, Member (White Clay) - Tribal Council Member

10. "Documents a funding base, financial resources and plans for financial development adequate to carry out its stated purposes;"

Since the passage of the Tribally Controlled Community College Act (Public Law 95-471) in 1978, the College has been assured of a financial base. The Act authorizes up to \$4,000 per year FTE student, but actual funding has averaged \$2,800 per FTE student. This generates about one million dollars a year or 50% of the OSCC budget.

Bureau of Indian Affairs programs in Higher Education, Adult Education and Agriculture Extension have generated an average of \$400,000 a year which is about 20% of the OSCC budget.

The other 30% of the budget comes from competitive government or foundation grants.

Tuition revenue has averaged about \$105,000 over the past three years and a better collection process is being developed.

The College has received funding on a Title III (Institutional Aid Program) grant for five years to attain self-sufficiency. This grant contains funding to implement the College's long range financial development plan which is part of the overall Long Range Plan.

11. "Has its financial records externally audited on a regular schedule, and makes available to the public on request the most recent report of the external auditor (or a fair summary thereof), including the auditor's opinion;"

The College has its financial records audited annually by a Certified Public Accountant. The audit of FY81 (ending in September, 1981) is in final stages and the audit of FY82 (ending in September, 1982) will be complete prior to the March 1983 visit.

Since the College is a public institution its financial records and audit reports are public information.

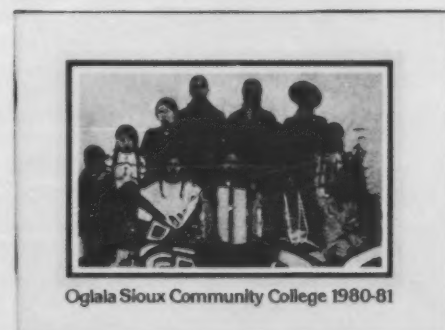
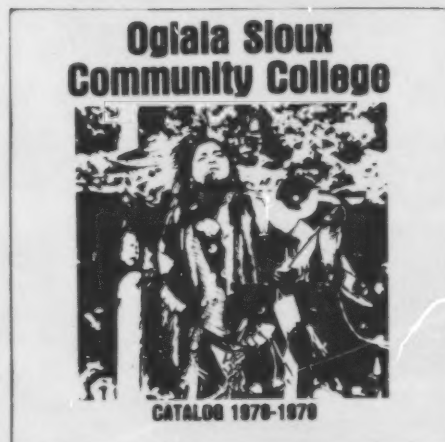
12. "Makes freely available to all interested persons (and especially its present and prospective students) accurate, fair and substantially complete descriptions of its programs, activities and procedures."

The College publishes a *Catalog* at the beginning of each academic year which contains information on all policies and programs. The *Catalog* is updated annually and is distributed to all students and other interested parties.

13. "Will have completed at least one complete cycle of its principal programs before the Commission's evaluation for accreditation status."

OSCC awarded its first Associate of Arts Degrees in 1974 which completed its first cycle. Since then the College has completed eight more cycles of programs.

OSCC had its first student complete its Bachelor of Science Degree in Elementary Education in 1982. The degree was actually awarded by Black Hills State College since OSCC was not approved to offer degrees at the Bachelor's level, but OSCC offered all the courses leading to the degree.



Oglala Sioux Community College operates in an environment which gives a definite uniqueness to its mission and purposes—a uniqueness from the standpoint of institutions operating in the mainstream of traditional higher education. For the purposes of accreditation and other examinations, the College has and will continue to stress this point. During the accreditation process and the efforts to achieve membership in the North Central Association of Colleges and Schools, this uniqueness has become more apparent. Operating in the arena of Indian affairs and filling the role that OSCC has come to identify itself as playing in that arena, the College has developed a sense of worth and pride which is hard to compare.

While OSCC considers itself to be part of the traditional higher education community, it identifies more readily with a smaller community which has come blazing into the higher education scene in more recent times. The tribally controlled college movement began in the 1960's with the inception of Navajo Community College in Arizona. Since that time, the concept has proliferated and there are approximately twenty (20) tribal colleges operating today in the states of North and South Dakota, Montana, California, Arizona, Nebraska and Washington (refer to Table I). The uniqueness of these colleges stems from the special relationship which exists between the Indian tribes and the United States Government. This relationship has evolved over the course of history and is too complex to put in simple terminology. Tribal colleges identify themselves as playing a key role in the cultivation of that relationship for the betterment of Indian people and all mankind.

AIHEC Board of Directors meeting, Denver 1981.



Blackfeet Community College, candidate
Browning, Montana. Ms. Carol Juneau, president

Cheyenne River Community College, affiliated with Northern State College
Eagle Butte, SD; Mr. Robert Hall, president

D-Q University, accredited by Western Assoc.
Davis, California; Mr. Steve Baldy, president

Dull Knife Memorial College, candidate
Lame Deer, Montana; Mr. Ted Rowland, president

Fort Berthold Community College, candidate
Newtown, North Dakota; Ms. Phyllis Howard, president

Fort Peck Community College, affiliated with Dawson & Miles Community College
Poplar, Montana; Ms. Marilyn Ridenhower, president

Little Big Horn College, affiliated with Miles Comm. College
Crow Agency, Montana; Mr. Janine Windy Boy, president

Little Hoop Community College, affiliated with Lake Region Jr. College
Fort Totten, ND; Ms. Rosemary Davis, president

Lummi College of Fisheries, candidate
Lummi Island, Washington; Dr. Paul Waterstrap, president

Navajo Community College, accredited
Tsaile, Arizona; Mr. Dean Jackson, president

Nebraska Indian Community College, candidate
Winnebago, Nebraska; Mr. John Weatherly, president

Oglala Sioux Community College, candidate
Kyle, South Dakota; Mr. Elgin Badwound, president

Salish-Kootenai Community College, candidate
Pable, Montana; Dr. Joseph McDonald

Sinte Gleska College, candidate
Rosebud, SD; Mr. Lionel Bordeaux, president

Sisseton-Wahpeton Comm. College, affiliated with Dakota State College
Sisseton, SD; Mr. Schuyler Houser, president

Standing Rock Community College, candidate
Fort Yates, ND; Mr. Wayne Stein, president

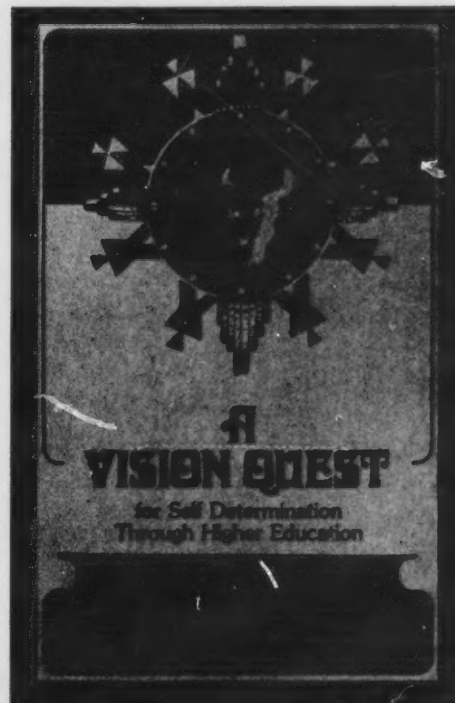
Turtle Mountain Comm. College, candidate
Belcourt, ND; Mr. Gerald Monette, president

United Tribes Educational Technical, candidate
Bismarck, ND; Mr. David M. Gipp, president

TABLE I
American Indian Higher Education Consortium
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Executive Committee of the Board of Directors
Elgin Badwound, *President*
Gerald Monette, *Vice President*
Carol Juneau, *Secretary*
Francine Hall, *Treasurer*
Joe McDonald, *Member-At-Large*

AIHEC Central Office Staff
Mr. Leroy V. Clifford,
Executive Director
Mr. John Emhoolah, Jr.,
Management Training Specialist
Ms. Mary Rose Moran,
Project Secretary



The self-study process has been a very trying but rewarding experience. The College evaluated and re-evaluated, defined and re-defined its reasons for existence and then has fit everything together into the Self Study Report. The report not only meets the requirements of accreditation, but also provides the opportunity for OSCC to tell a story which it is very proud of: The Oglala Sioux Community College Story.

The purposes of this section are to briefly describe the environment within which OSCC exists and to conclude with a presentation of the College mission and purposes. Knowledge of the environment is the key to understanding the College and the dynamics of its governance and organizational administration. What is needed to be done is an arduous task, however. To tell the story of a people, one must start from the beginning; thus the emphasis upon "briefly". It is hoped that enough information is presented to do justice to the topics under discussion. This section will refer from time to time to other documents which contain more detailed information on the various topics. This permits the reader to pursue a particular topic further. More specifically, descriptions are grouped under the general headings of Background and History of the Pine Ridge Reservation and the Oglala Sioux Tribe; Background and History of Oglala Sioux Community College and Mission and Purposes of Oglala Sioux Community College.



"They were a people beginning — with beliefs, ointment, language, fables, love of children (you will find that spoken of in all the books). And a scheme of life that worked." (A History of the Indians of the United States, Angie Debo, 1970)

There were over two hundred (200) Indian tribes and languages in what is today the United States, prior to the arrival of Columbus (See *A History of the Indians of the United States*, Angie Debo, 1970). These tribes lived in harmony with nature occupying various parts of the land exhibiting a culture which was free from outside influence. Indian history books bleakly reveal the annihilation of many of these tribes after the arrival of Columbus and the onslaught of white settlers.

Following the colonial period and the Indian Wars, relationships between the Indian tribes and the United States Government were promulgated through treaties. There were over four hundred (400) treaties negotiated between the federal government and the various Indian tribes through 1871, when the U.S. Congress formally ended the treaty-making period (see *Indian Treaties*, Institute for Development of Indian Law, 1980). The treaties marked the end of hostilities between the Indian tribes and the federal government. In essence, the Indians gave up large tracts of land which they originally inhabited, in return for smaller tracts and other goods and services promised by the federal government. Such goods and services came in the form of food, livestock, schools and teachers among other things.

Thus, a unique and legalized relationship between the Indian tribes and the federal government was born and exists today. This relationship is defined today as the "trust responsibility" of the federal government. This relationship is by no means clear cut. Numerous court cases have been heard and continue to be heard which revolve around "treaty rights" and the position taken by Indian tribes that the federal government has abrogated its treaties and reneged on its "trust responsibility." Most of the court cases deal with land and water rights and related jurisdictional issues. To add to the complexity, U.S. Indian policy vacillates between "termination" and "self-determination" with changing Administrations and Congresses.

Since the treaty period, the "trust responsibility" has been mandated through federal legislation, executive orders and other directives





promulgated by the various departments in the government. It is interesting to note that most if not all of the federal legislation dealing with Indian affairs has been initiated by Indians themselves. Major battles on the part of the Indian community are usually waged before Congressional enactment is assured.

The Howard-Wheeler Act of 1934, more commonly known as the Indian Reorganization Act, established the mechanism for the governance of Indian tribes. Indian tribes today exist and operate under the auspices of this legislation. Basically, this legislation gave Indian tribes the power of home rule under the direction of the Secretary of the Interior. Put in other terms, acceptance of this legislation meant for Indian tribes the limiting of their sovereignty. Constitutions and by-laws spelling out governance procedures were formally adopted with the approval of the Secretary of the Interior. Today, debate continues in Indian country over Indian Reorganization Act. Traditional elements, in particular, view the Act as another effort toward forced assimilation of the Indian, i.e., forcing the white man's form of government onto tribes who had little alternative but to accept it. Problems in Indian country are attributed to the Indian being forced to live within a structure alien to his culture and lifestyles.

A more recent piece of legislation, the "Indian Self-Determination and Education Assistance Act of 1975," has also had a significant impact upon Indian Affairs. Basically, this act gives Indian tribes the authority to contract and operate programs being administered by the Bureau of Indian Affairs. The Bureau of Indian Affairs is the federal agency within the Department of Interior which is entrusted with carrying out the federal obligation to Indian tribes. The intent of the Act was to put control over programs in areas such as education and law enforcement directly into the hands of Indian tribes. The concept of self-determination, which the Act is supposed to foster, would then be realized with the tribes having direct control over programs which affect them. Although the Act is a significant improvement over other Indian legislation and has had widespread impact, accomplishments to date fall far short of the original intentions. The basic problem has been the inordinate amount of red tape involved in contracting programs and the opposite to the legislation by government bureaucrats. In essence, the implementation of the Act is self-defeating in that the tribes are being told how to be self-determined.

In summary, Indian tribes exist today, based upon the historical developments since the coming of the white man, in a state of what may be appropriately termed confusion. Caught between the lifestyles and demands of the larger society and those of their own culture, the issue at hand seems to be survival. Confined to Indian reservations under dismal economic conditions, high unemployment rates and with the outlook providing no immediate hope, the Indian battle goes on. Trying to pick up the pieces of a proud past, taking the best out of modern times and somehow fitting it all together to create a state of contentment is, needless to say, no easy task.

Having provided a brief glimpse into the larger picture, the next focus is on the Oglala Sioux.

The Pine Ridge Reservation and the Oglala Sioux Tribe

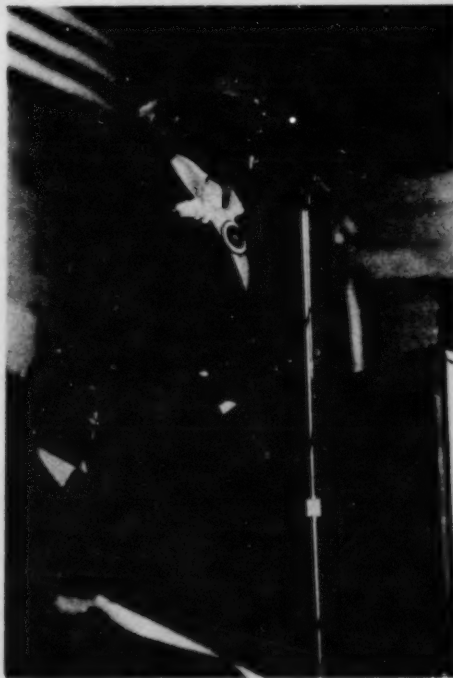
A century ago the Sioux Nation was a great nation. Its realm reached from the Platte River north to the Heart, from the Missouri west to the Big Horn Mountains. The nation was composed of seven major divisions: the Oglala, Sichangu, Miniconjou, Hunkpapa, Sihasapa, Itazipcho, and Oohenonpa. The Oglalas, meaning to "Scatter One's Own," lived to the southwest and were the most populous; the Sichangus or "Burnt Thighs" lived to the southeast of the Oglalas. Now known as the Brule's, they were the next important division in terms of size. The Miniconjous or "Those Who Plant By The Stream" and the Oohenonpas or "Two Boilings," more commonly known as "Two Kettles," lived to the north of the Brules. The Hunkpapas, "Those Who Camp at the Entrance," the Sihasapas, "Black Feet," and the Itazipchos or "Without Bows" (or as the early French called them, "Sans Arcs") were smaller divisions which occupied the northern part of the Sioux territory.

In prehistory, those seven divisions of Sioux were possibly a separate group associated with the venerable assembly known as the Seven Council Fires. Although the tribal identity of this early council is almost lost in tradition, its members are believed to have included the Mdewakantons, the Wahpetons, the Wahpekutes, the Sissetons, the Yanktons, the Yanktonais, and the Tritons. Of all of these tribal names, only the terms Teton and Santee (comprising the first four tribes above) persist. The Siouan language was common to all of these people. In the course of years, dialectical differences divided the original groups into three distinct entities — the Dakotas, Nakotas and Lakotas. Nomenclature here becomes difficult in



that no group is identified by a single name. The Dakotas were also known as the Santee Sioux; the Nakotas as the Yankton and Yanktonai Sioux; and the Lakotas...as the Teton Sioux or "Dwellers of the Prairie," the Plains Sioux and the Western Sioux. It was the Tetons who became the western vanguard of the original Seven Council Fires. The identification of these people becomes even more involved, however, because in early times the Chippewas, threatened on one side by the powerful Seven Council Fires, dubbed the Iroquois "the True Adders" and the Sioux "the Lesser Adders," or "Nadoweisiw-eg." The French, encountering the latter term garbled the Chippewa word ("Nadowe-is-iw," is the singular), transforming it to "Sioux." Thus in anthropological terminology, all three groups - the Dakotas, Nakotas, and Lakotas properly may be called Sioux. However, in popular nomenclature, the word "Sioux" has become identified with the Tetons, the dashing buffalo hunters of the prairies." (The Sioux, Royal B. Hassrick, 1964).

John Steele, Vice President Oglala Sioux Tribe



The Oglala Sioux today occupy the Pine Ridge Indian Reservation (Note: The majority of the following information is extracted from *That These People May Live*, Maynard and Twiss, 1970; although this study is outdated, it still provides the most comprehensive perspective of the Pine Ridge Indian Reservation. The reader is referred to this document for a more thorough study). The Reservation is the second largest in the United States and is approximately fifty (50) miles wide and one hundred (100) miles long (refer to map, Table II). It is located in the southwestern portion of the state of South Dakota and is bordered on the south by the state of Nebraska. The population is about 16,000 with Indians numbering approximately 14,000.

Politically, the Reservation is governed by the Oglala Sioux Tribal Council (Indian Reorganization Act), a body of elected tribal members numbering twenty-six (26). There are nine (9) political subdivisions called districts: Pine Ridge Village, Eagle Nest, LaCreek, Medicine Root, Pass Creek, Porcupine, Wakpamni, White Clay and Wounded Knee (refer to map Table III). The tribal council members are elected from each of these districts on a population apportionment basis. Each district has its own government under the auspices of the Oglala Sioux Tribal Council. The state of South Dakota has jurisdiction over portions of the Reservation. In this respect, the Reservation is divided into three counties: Shannon, Bennett and Washabaugh. Certain portions of these

counties are non-Indian lands and it is over these portions which the state exercises its jurisdiction.

The topography of the Reservation is characterized by rolling plains covered with buffalo grass, interlaced by creeks, buttes, ravines and low ridges. The western part of the reservation is cattle country with a mellow, semi-arid and open aspect. The eastern side is more agricultural and thus greener and more middlewestern in appearance. To many, the Reservation scenery would appear monotonous because of the lack of greenery, forests and mountains, but it has a beauty of its own, a tranquility and an openness which makes one feel unfettered and close to the sky. Also, the landscape in places is dominated by the ghost-like appearance of the Badlands, beautiful in their starkness.

The population of the Reservation is composed of enrolled tribal members, whites, Indians from other tribes and other ethnic groups. Among the tribal members, there are mixed bloods and full bloods. The process of racial mixing began with the appearance of the trappers and traders, many of whom were French. The French ancestry of many Indians is apparent in names such as LeDeaux, Bissonette and Roubideaux. Later came the soldiers, cowboys and ranchers of varying ethnic groups including some Mexicans whose descendants have names like Hernandez and Zimiga. Today, intermarriages still occur, they are more common among the Indian groups, i.e., full bloods and mixed bloods, other tribes. Although marriages with other ethnic groups also still occur, they are less common and face opposition, particularly from traditional full bloods. The process of intermarriage has led to a cultural identity crisis. The level of acculturation is higher among mixed bloods than full bloods and a distinction is made by the Indians themselves between the two groups, which often times leads to destructive factionalism.

Language, appearance and names are criteria which help in identifying full bloods and mixed bloods, although none offer infallible guides. Full bloods generally have Indian names (exception, the case of married women) and speak the Lakota language fluently. Mixed bloods are generally lighter in appearance and many cannot speak the language.

Indian names are topics of discussion and, in many cases, ridicule. Therefore, it is appropriate to talk a little about them. In traditional Sioux society, names were often bestowed as a result of an event or some personal characteristic, e.g., Kills Crow, Returns From Scout, Scabby Face, Pretty





A give away follows a naming ceremony in Porcupine.

Hips. Today, Indian names persist, but the naming pattern of the White society has dominated. Numerous situations have caused difficulty in terms of record keeping regarding peoples' names. An Indian traditionally may have different names over the course of his (her) lifetime. Also, because of ridicule, many have changed their Indian names to Anglo names or have shortened their Indian names to resemble Anglo names.

In addition to the factionalism among the Indians themselves due to blood degree, political beliefs, etc., there is also the problem of White-Indian relationships. Prejudice exists on both sides and, in some cases, is very bitter. Ignorance is a major factor in this relationship, ignorance from the standpoint of different cultures having to co-exist and a lack of respect and sensitivity to one another's culture. Many Indians are suspicious of Whites and regard them as intruders and imposers, having little respect for the values and tradition of the Indian people. Indians are also very resentful of paternalism. This is often characterized by people who come onto the Reservation as "do-gooders" and all of a sudden are going to solve all of the problems. There is no better way to be quickly rejected by the Indians. Some Whites, on the other hand, view Indians as lazy, living at the expense of taxpayers and the federal government. The White-Indian relationship is not all negative, however, and many are working side by side.

To understand the Oglalas, one must understand the customs and beliefs that mold their lives. Although the acculturation process resultant from the coming of the White Man has weakened the value system of the Oglalas, the value system remains strong among traditionals. Mention was made earlier of living in confusion. The values of the Oglalas often come into direct conflict with the expectations of the larger society, which are basically materialistic. The issue of survival comes into play here. Having to survive in today's economy leads to a deterioration of many of the traditional values such as generosity and sharing.

Generosity and sharing have always been traits highly valued by Oglalas. An individual who shares his (her) material and non-material (wisdom, affection, etc.) possessions with friends and relatives is held in high esteem. Ceremonies referred to as "give-aways" are common today and demonstrate these values. Individuals and families may save for a whole year and make quilts, beadwork and other articles to be given away in ceremonies honoring lost loved ones, relatives

who have achieved (veterans, educational degrees, etc.) or a relative who has recovered from illness. From a non-Indian perspective, these "give-aways" are often viewed as wasteful and poor investments; but to the Indian, the material expense is far outweighed by the demonstration of love and respect for one another.

Bravery is another trait highly valued by Oglalas. Today, Oglalas cannot go out and kill buffalo or count coup in battle to demonstrate their bravery, but it is taught and demonstrated in other ways. To meet unfamiliar and fearful tasks (Vietnam, etc.) head on with a straight face is the general demonstration of bravery. The demonstration of a strong heart and courage in these times is highly regarded.

People often speak of the stoicism of the Indian. Impassiveness is taught at an early stage. The Oglalas can face great disappointment without showing their feelings or accept defeat as something that cannot be changed. The important thing is not to suffer personal humiliation by falling apart in a crisis. The abilities to endure physical discomfort and pain and to demonstrate reserve during periods of emotional stress are the mark of the value of fortitude. Traditional religious ceremonies such as the Sun Dance and Vision Quest are practiced today and are means through which fortitude is demonstrated. Physical and emotional pain are inflicted on oneself while praying to the Great Spirit as in the Sun Dance or while seeking a vision which may enlighten an individual on his role in life as in the Vision Quest.

The fourth and perhaps most important of Oglala values is wisdom. Wisdom means much more than a demonstration of intellectual abilities. It also implies a link with the Great Spirit or Wakan Tanka. It involves the ability to advise others, to arbitrate disputes, to instill confidence and act as a mentor for young men and women. Traditional Oglalas today who are recognized and respected for their wisdom, as well as the other values, form the core of Oglala Society. It is these people who inspire others in many ways: being proud of their Indian heritage, assuming leadership positions for the benefit of Indian people and striving themselves to ultimately achieve some degree of wisdom.

In addition to the value system, certain characteristics of Oglalas are highly obvious and are often misinterpreted by non-Indians. One is humor. It is highly developed and has been a vital factor in survival. The humor is directed not only to external situations, but to Indian behavior as well. Indian jokes about Indians show an admirable



ability to laugh at themselves. Another related characteristic is teasing or kidding. It is often difficult to tell whether or not an Indian is serious when teasing or kidding because it is usually accomplished with a straight face. The humor is many times used as a disciplinary measure in dealing with Indian children. When a child does something wrong, he is subject to teasing by his elders or other children in the hopes of shaming him into doing the right thing.

So, amidst cries of "why can't you forget the past," the Oglala perpetuates the remnants of a proud past, practicing and adhering to customs and beliefs which withstood centuries of encroachment. To demonstrate the survival and conflict issues that were mentioned earlier which result when a dominant culture imposes on another culture, a brief glimpse at the economic situation on the Pine Ridge Reservation follows.

The economic situation on the Pine Ridge Reservation is the underlying cause of many of the present problems and affects nearly every aspect of Oglala life. Traditional Oglala society was based on a nomadic existence on the plains. Hunting and living off the land were the principle economic activities. With the removal of the land base and the subsequent disruption of the whole society, the means of livelihood was lost and no acceptable substitute has been found. During the transition period, the federal government provided rations and annuities in compensation for the loss of land and confinement to a reservation. Thus, the pattern of paternalism was established.

The lack of a stable economy has taken its toll not only in the material aspects of life, but psychologically as well. In most societies, a high percentage of activities center around the economic sphere which not only insures physical survival, but gives meaning and purpose to life. With limited economic activities, some of the meaning and purpose has gone out of life for the Oglalas.

It is important to note at this point that, although the terms being used are common to modern day structures (economy, etc.), in traditional Indian society these terms didn't exist. The Indian way of life was a total existence and not compartmentalized, i.e., divided into economy, religion, education, etc. Therefore, it is rather difficult and somewhat over-simplified to talk in these terms in trying to explain what devastating losses the Indian suffered since the coming of the White Man.

Since confinement to the reservation, a pattern of paternalism and acculturation was established. Efforts to make the Oglala into a White Man began. Farming, raising cattle and "working with the land" were determined by the White Man to be the appropriate means of existence for the Oglalas. For the most part, these were all rejected by the Oglalas.

Ironically, acculturation did finally take hold to a certain extent and cattle raising became a successful enterprise among the Oglalas. It became a "damned if you do, damned if you don't" situation. After being encouraged to enter into the cattle business, they began to be forced out of it. It appeared the White Man didn't want the Oglala to become too successful. During World War I, the Indians were forced to sell their cattle and big cattle companies moved in to take over.

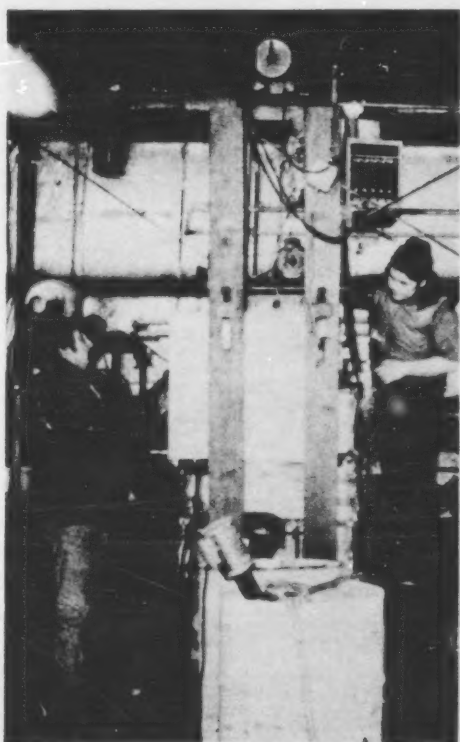
In the early twenties, the Indian land base was further eroded as Indians were forced to sell their lands. Due to the Depression and drought conditions in the 1930's, agricultural efforts gradually diminished and many Whites left the Reservation. The Civilian Conservation Corps Program was a source of employment for many Oglalas during the period. Attempts to revitalize the cattle business among the Oglalas since then have been basically unsuccessful. The loss of land and the larger investment needed to enter the business are the major factors hindering these efforts. A small number of Indians are, however, operating successful ranching businesses today.

During World War II, many Oglalas left the Reservation temporarily to serve in the Armed Forces or to seek employment in the war industries. A good percentage worked at the Army Ordnance Depot at Igloo, South Dakota and some remained there after the war up to the closing of the Depot in 1967.

Income and employment rates today on the Reservation are far below national levels. According to the 1970 study referred to earlier and from which most of this information is extracted, 67% of Indian households had a self-reported income of under \$3,000 as compared to 36% among U.S. Non-Whites, 19% among Pine Ridge Non-Indians and 14% among U.S. Whites.

According to *That These People May Live*, one third of Indians 16 years and over were employed full or part-time, 19% were unemployed, 28% were housewives, 4% were disabled, 4% retired and 12% were students. The unemployment rates are conservative as only the rates of the employable





population (housewives, retired, disabled and students were eliminated) are compared to national employment rates.

Among U.S. Whites, the unemployment rate was around 3.5% of the labor force and among Non-Whites it was 7.9%. Among the Pine Ridge Indians, it was 36.6% or over ten times that of the White population and over four times higher than among Non-Whites. Among the employed, over one fourth were employed part-time. Among those employed full-time 13% had temporary jobs and among the part-time employed, 73% were working on a temporary basis. The problem was not only one of unemployment, but of underemployment.

The percentage in the labor force, i.e., employable persons 16 years and over, was lower than that of the general U.S. populations: 66% for the Oglalas and 77% in the general population. Some of this was due to the high percentage of males who were outside of the labor force due to disablement.

Age was also a factor in unemployment. The Indians in the younger and older age groups had the highest rate of unemployment. Among Indian males, over half who were 18 and 19 years old in the labor force were unemployed, 44% between 20 through 24 years and 42% among those 55-64 years. The lowest unemployment rate was found among men in the 25 through 44 year age group. Marital status was another vital factor in employment. The married man who lived with his wife was the most likely to be employed, particularly between the ages of 25 through 54 year. The highest unemployment rate was found among single men or those separated from their wives. For example, 28.4% of the married men were unemployed compared to 55.2% of the unmarried or separated. A slightly higher percentage of single or separated women (28%) were employed than among married women (23%).

The most important factor in employment was found to be education. The higher one's educational level, the greater was the likelihood for employment. As an example, males in the labor force 25 years and over who had less than a grammar school education had an unemployment rate of 48% whereas those with a high school education had 22% unemployed. Among college graduates at the Bachelor's level, there were no unemployed.

In general terms, the Indian man most likely to be unemployed was under 25 years of age or between 55 and 64 years of age, single or who didn't live with his wife and had less than a grammar school education.

A startling fact was that in 36% of the Indian

households, no one was working. Among Non-Indians on the Reservation, 12% of the households had no one working.

The household head only was working in 30% of the Indian households and 62% of Non-Indian households. The household head and wife were both working in 11% of the Indian households and 17% of Non-Indian households. In 4% of the Indian households, only the wife of the household head was working in comparison to 1% of the Non-Indian households.

Although the preceding information on per capita income and unemployment is over ten years old, it is the last study to go into such detail in these areas and is presented to show patterns that, for the most part, have not changed in ten years.

In fact, a 1981 Bureau of Indian Affairs statistical report puts the unemployment rate on the Pine Ridge Reservation at 74.7%. A 1980 Report by the U.S. Bureau of the Census put the per capita income of Shannon County (the major portion of the Reservation) at \$2,637 which is the lowest per capita income rate in the United States.

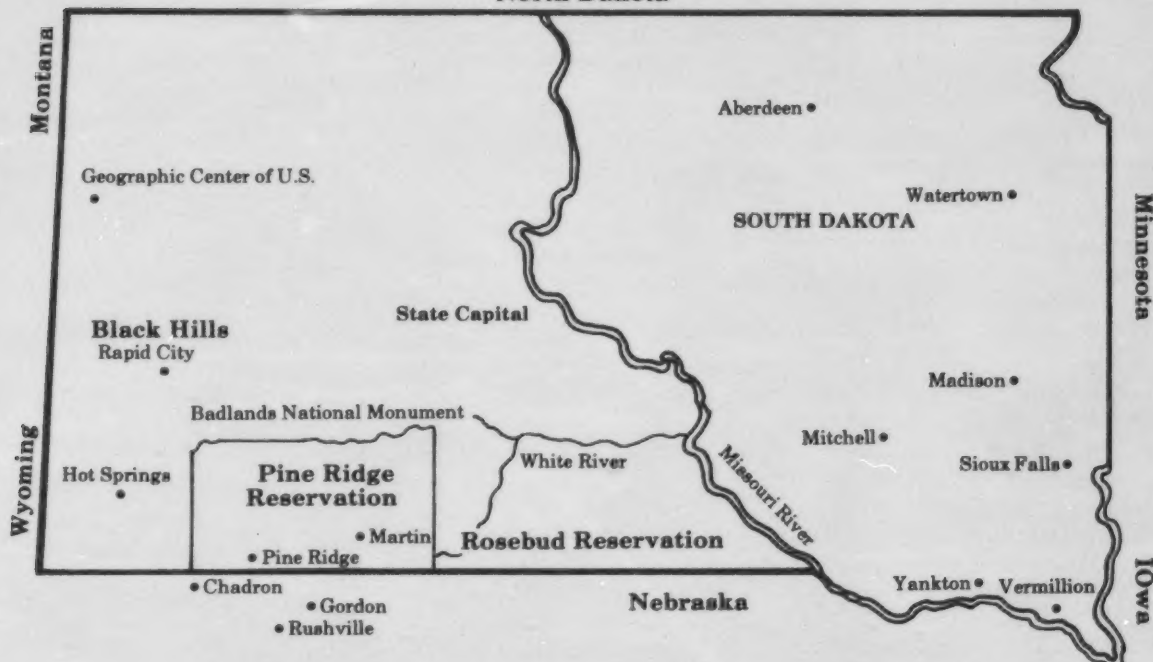
The past and current information was also presented to show conditions that many people not familiar with the reservation cannot understand. Although the picture is bleak, with education there is hope. In 1970 there were about ten Oglalas working as educational professionals on the reservation; today there are approximately 100 Oglalas working as education professionals. Many of these are graduates or students of Oglala Sioux Community College.

Regarding the job market, the information presented is contained in the OSCC Status Study Report, which is still the most current and comprehensive picture of jobs on the Pine Ridge Reservation.

Elements of the employment picture on Pine Ridge of special interest to OSCC are a) the total job picture, b) expected vacancies and opportunities and c) the unemployment picture of existing jobs. Table IV represents a compilation by an OSCC staff member of all the jobs existing on Pine Ridge in January of 1978 except for the community of Martin in Bennett County, which is largely non-Indian. Indeed, what reservation-based data such as this cannot address is the question of how many jobs in communities bordering the reservation are supported by the reservation population. While 1978 reservation unemployment according to State of South Dakota Job Services figures was about 54% (Smith, May 1978: 13), unemployment in South Dakota was the lowest in the nation and reservation

people had to go off the reservation for most services. Thus, the following table of existing jobs shows only the current reservation picture, certainly not the potential of Indian communities.

North Dakota

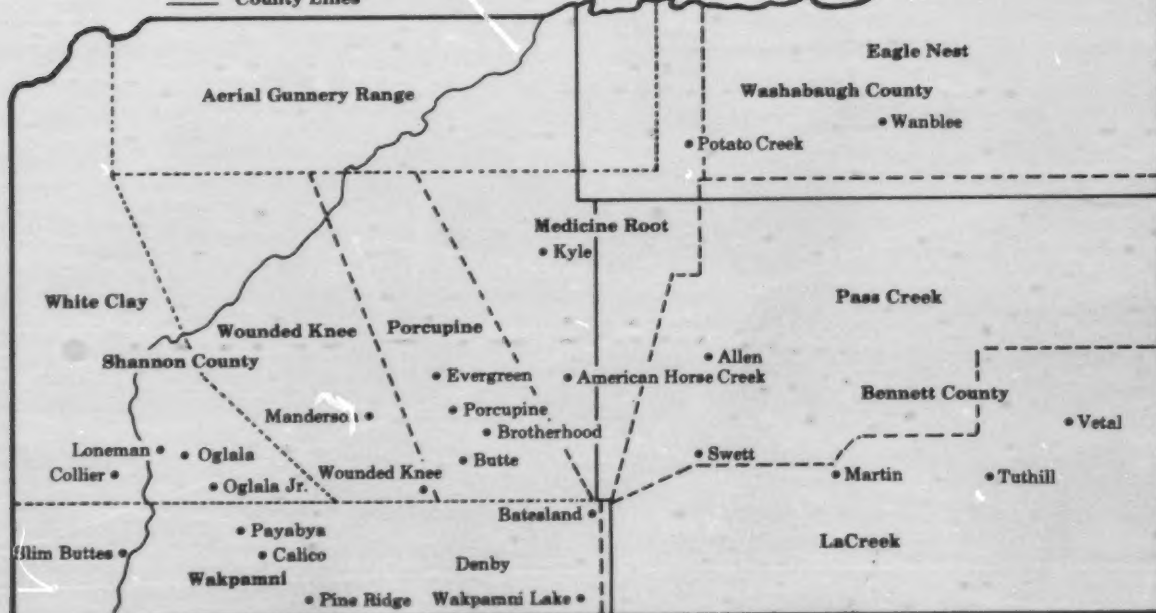


PINE RIDGE RESERVATION

Districts and Counties

----- District Boundaries

— County Lines



Existing Jobs: Pine Ridge Reservation 1/78

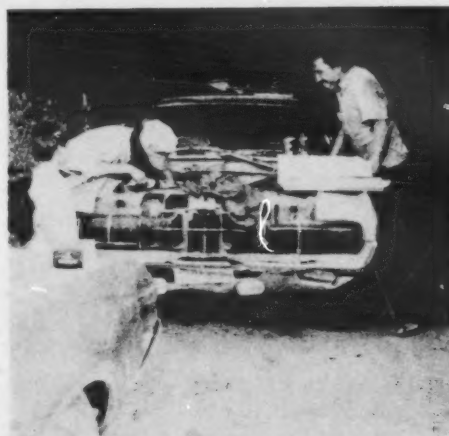
Tribe	Manpower	BIA	Police Cadet	S.D. Social Services	College Center	Non-BIA School K-12	Hospital	X-Y-Z 1	Industry	Construction	Private Sector	Subtotal
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Table IV 27

Business Total	141	53	53	15	6	26	40	20	9	5	4	197	0	571
Admin. & Management	56	20	5	1	0	13	13	2	63		1	0	120	
Fiscal, Bookkeeping	34	1	7	4	6	5	5	0	1	0	1	0	58	
Office Skills	51	32	41	11	0	8	22	18	2	3	2	197	196	
Sales	0	0	0	0	0	0	0	0	0	0	0	0	197	
Education Total	41	12	147	0	0	42	374	1	0	0	0	0	0	617
Counseling	5	1	9	0	0	8	16	1	0	0	0	0	40	
Teacher	13	0	97	0	0	24	156	0	0	0	0	0	290	
Teacher Aides	21	11	22	0	0	0	166	0	0	0	0	0	220	
Other	2	0	3	0	0	7	13	0	0	0	0	0	25	
Administration	0	0	16	0	0	3	23	0	0	0	0	0	42	
Health Total	36	23	0	0	0	0	1	82	0	0	0	0	0	142
Drs., Dentists, Spec.	0	0	0	0	0	0	0	20	0	0	0	0	20	
Nurses, Support People	0	0	0	0	0	0	0	62	0	0	0	0	62	
Aides, Field Workers	36	20	0	0	0	0	1	0	0	0	0	0	57	
Others	0	3	0	0	0	0	0	0	0	0	0	0	3	
Law & Order Total	16	13	1	91	0	0	0	0	1	0	0	0	122	122
Court	15	2	0	0	0	0	0	0	0	0	0	0	17	
Jail	1	0	0	19	0	0	0	0	0	0	0	0	20	
Police, Related Protective Serv.	0	11	1	72	0	0	0	0	1	0	0	0	85	
Social Services Total	30	12	4	0	31	0	1	9	15	0	2	0	0	104
Counselors	6	3	0	0	0	0	0	0	6	0	2	0	17	
Field, Comm. Workers	18	9		0	0	0	0	0	0	0	0	0	27	
Administration	0	0	1	0	8	0	0	0	0	0	0	0	9	
Social Workers	0	0	3	0	15	0	1	3	0	0	0	0	23	
Paraprofessionals	6	0	0	0	7	0	0	5	9	0	0	0	27	
Psychologist	0	0	0	0	0	0	0	1	0	0	0	0	1	
Agriculture Total	10	142	5	0	0	0	0	0	0	0	0	1275	0	1432
Community Based	0	95	0	0	0	0	0	0	0	0	0		95	
Farm Related	2	22	0	0	0	0	0	0	0	0	0	617	641	
Farm Labor	0	0	0	0	0	0	0	0	0	0	0	658	658	
Range Mgmt.	2	20	5	0	0	0	0	0	0	0	0	0	27	
Rangers	6	5	0	0	0	0	0	0	0	0	0	0	11	
Construction Total	60	3	33	0	0	0	1	0	0	0	138	0	0	235
Supervisory	13	0	8	0	0	0	0	0	0	0	14	0	35	
Skilled	2	2	25	0	0	0	1	0	0	0	53	0	83	
Laborer	45	1	0	0	0	0	0	0	0	0	71	0	117	
Skilled, Semi Skilled Total	36	76	69	0	0	1	97	21	12	1	0	0	0	313
Kitchen	12	11	21	0	0	0	29	8	7	0	0	0	88	
Janitor/Maintenance	4	30	21	0	0	1	33	13	5	1	0	0	108	
Transportation	17	27	24	0	0	0	26	0	0	0	0	0	94	
Mechanics	3	1	1	0	0	0	2	0	0	0	0	0	16	
General Labor	0	7	2	0	0	0	7	0	0	0	0	0	16	
Factory Total	0	33	0	0	0	0	0	0	0	94	0	0	0	127
Moccasin	0	0	0	0	0	0	0	0	0	70	0	0	70	
Plastics	0	0	0	0	0	0	0	0	0	3	0	0	3	
Electronic	0	0	0	0	0	0	0	0	0	21	0	0	21	
Arrow	0	33	0	0	0	0	0	0	0	0	0	0	33	
Agency Total	370	367	312	107	37	69	514	133	37	101	144	1472	0	3663

X-Y-Z 1 Stands for
Project Recovery,
Meals for the Elderly,
Cohen Home,
Job Services, ACOK.

*Includes some Manpower Trainees



"When one compares the number of people hired to the number of jobs which existed in 1978, several interesting features can be seen. One thing to notice is the number of jobs filled compared to the number of jobs in that category. When this is done, high rates of turnover seem to exist, in some jobs especially."

Job Turnover

Professional, Managerial and Technical		Turnover
Hired: 215	Existing: 609	35%
Clerical		
Hired: 118	Existing: 194	61%
Sales		
Hired: 4	Existing: 197	2%
Other Services		
Hired: 96	Existing: 283	34%
Farming, Forestry and Fisheries		
Hired: 43	Total: 696	7%
Machine Trades, Bench Work (A New Factory Opened in Wanblee 33 Jobs)		
Hired: 74	Total: 127	58%
Structural		
Hired: 38	Total: 235	16%
Teachers (BA+)		
Hired: 58	Total: 290	20%

"Annette Matt, director of the local Job Service Office, explained that many unfilled jobs either demanded at least a four year college degree or demanded a specific skill to be performed at high degrees of precision. She stressed that lack of four year degrees held many local people back from jobs they ordinarily might qualify for because of previous job and life experiences. Mrs. Matt also felt there was a crying need for well-trained managerial and clerical workers. She suspects that the high turnover in these areas on the reservation was at least partially related to inadequate job skills and resulting frustration on the part of both employee and employer."

Occupations in Demand at Pine Ridge

<i>Position</i>	<i>National Salary Range</i>
Accountant	7,771 - 17,757
Employment Interviewer	6,804 - 11,245
Guidance Counselor	6,645 - 13,159
General Duty Nurse (RN)	8,292 - 13,325
Practical Nurse (LPN)	5,758 - 10,756
Social Worker	6,168 - 11,578
Elementary Teacher	5,579 - 12,738
Secondary Teacher	6,790 - 14,588
Administrative Secretary	6,578 - 14,329
Building Inspector	6,715 - 13,623
Manager Trainee	5,427 - 10,851
Manager Service EST.	5,427 - 12,482
Medical Assistant	5,166 - 11,151
Store Manager	5,488 - 12,754
Accounting Clerk	5,511 - 9,149
Bookkeeper	5,295 - 9,800
Clerk-typist	5,248 - 8,218
Receptionist	5,016 - 7,925
Commodity Salesperson	4,947 - 11,603
General Salesperson	4,784 - 7,995
Secretary	5,589 - 9,823
Stenographer	5,733 - 9,434
Telephone Operator	5,068 - 7,915
Typist	5,355 - 8,766

Radio Dispatcher - \$2.47 - \$4.53 per hour

Police Officer - \$2.45 - \$4.95 per hour

The following have no annual salaries listed—

Medical Lab Technician
Superintendent of School - M.A. + 15 hours of
Administration course work

Executive Director of School - Handles the
business end of running the school

Title I facilitator - B.A. + 2 years experience

Technical Carpenter

Heavy Equipment Operators

"To answer the question about future jobs, an attempt was made to survey every agency and business contacted to learn what their future employment plans were. On the whole, the survey was not helpful because so many employers were unable to project even one year into the future, much less any further, with any degree of certainty.





"It is my feeling that one of our best indexes of future jobs for people might be found in the technical and professional jobs listed in Table V as difficult to fill on the reservation. If one compares job titles to existing data on jobs which currently exist on the reservation, rough figures can be stated for jobs Indian people could aim for with further training and education (Smith, May 1978)."

Future Jobs

<i>Job Titles</i>	<i>Job Slots: 1978</i>	<i>Rough Turnover Rates</i>
Accountant	58	—
Accountant Clerk		
Bookkeeper		
Employment Interviewer	17 Non-Educational Related	—
Guidance Counselor	40 Education Related	
General Duty Nurse	62	35%
Practical Nurse		
Medical Assistant		
Medical Lab Technician		
Social Worker	23	35%
Elementary Teacher	220	11-30%
Secondary Teacher		
Administrative Secretary	196	61%
Clerk Typist		
Receptionist		
Secretary		
Stenographer		
Typist		
Manager Trainee	197	2%
Manager of Service Establishment		
Store Manager		
Commodity Salesperson		
General Salesperson		
Police Officer	85	34%
Superintendent of Schools	4	—
Executive Director of Schools		
Title I Facilitator		
Finish Carpenter	83	16%
Technical Carpenter		
Heavy Equipment		
Other Skilled		
Construction Skills		

To say that the economic situation on the Pine Ridge Reservation is dismal would be an understatement. With the advent of "Reagonomics," the future doesn't look any brighter than the past. With budget cuts, program retrenching, new rules and regulations, Indian country today is operating in a state of mass confusion. Business and economic development ventures come and go with an element of success in some and complete failure in others. Under the by-words of "self-determination" and "self-sufficiency," paternalism is still rampant almost to the point of total contradiction. The White Man is still attempting to mold the Indian into something he is not and probably never will be. Operating under the direction of a massive and complicated bureaucracy, the Indian is trying to latch onto something which he can relate to and still instill some of the pride enjoyed by his ancestors on the plains.

The next focus will be briefly upon the educational situation.

The development of Indian education (the reader is referred to *To Live On This Earth: American Indian Education*, Fuchs and Havighurst, 1972 for a comprehensive background on Indian education) in this country has been guided by a policy of assimilation. As early as the 1600's, formal education was introduced to the Indians by French and Spanish Missionaries and English Protestants. The various groups undertook to "civilize the savages" and make them replicas of themselves. The Indian's indomitable will to remain an Indian was too great to overcome and these efforts failed.

As mentioned earlier, the federal government obligated itself to providing education for Indian tribes through treaties. For example, Article 7 of the Sioux Treaty of 1868 reads: "In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially if much of them are or may be settled on said agricultural reservations, and they pledge themselves to compel their children, male and female, between the ages of six and sixteen years to attend school, a house shall be provided and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among the Indians and faithfully discharge his or her duties as a teacher."

The Bureau of Indian Affairs (BIA) came into existence during the middle 1800's and assumed jurisdiction over a federal system of schools established for the purpose of providing education for the Indian.

In addition, the Roman Catholic Church established schools for the purpose of educating Indians.

The school systems initially took the form of boarding schools, although later, day schools were established. The boarding school approach lent itself very well to the federal policy of assimilation. Children were removed from their homes and educated in curricula alien to their culture. The boarding schools were administered in militaristic fashion and war stories abounded among those who attended. Children were subjected to physical abuse to discourage them from speaking their language and generally from being Indian. Needless to say, the schools didn't foster an appropriate learning environment. Students who attended these schools often perceived the whole thing as an adventure, to do the least amount possible and get out quickly.

The Meriam Report of 1926 was the first comprehensive report to address the problems of Indian education. The report uncovered the deplorable situation of BIA education and recommended widespread reform. The recommendations went basically unheeded.

The Meriam Report was followed by the Kennedy Report of 1969 and the Fuchs and Havighurst Report of 1972 (referred to earlier). The recommendations from these subsequent reports indicated that little progress had been made in Indian education.

Up until the early 1970's, Indian education lacked a genuine commitment to the culture and traditions of the Indian people.

On the Reservation today, there are four types of schools operating: (1) BIA, (2) Roman Catholic, (3) State Public and (4) Contract. Table VIII lists the various schools.

Besides these schools, there are Head Start schools operating in each of the Reservation Districts.

The Contract Schools are former BIA Schools operating under contracts through the authority of the Indian Self-Determination Act. Little Wound at Kyle and Loneman at Oglala are currently operating under contracts. These schools are under the control of their respective communities and are governed by Indian school boards elected by popular vote.

Generally speaking, the education scene today is one of vast improvement over the scene described in the reports referred to earlier. Problems identified in the reports can be categorized under the general headings of high drop-out rates, lack of relevant curriculum, lack of Indian teachers and

Pine Ridge Reservation Elementary & Secondary Schools 1982

System	School	Level	Location	Type	# of Students	# of Teachers
Bennett Cty.	Vetal	1-8	Vetal	Public	35	3
Bennett Cty.	Central	1-8	Rural	Public	35	3
Bennett Cty.	Tuthill	1-8	Tuthill	Public	30	4
Bennett Cty.	Martin Grade	K-8	Martin	Public	275	21
Bennett Cty.	Bennett Co. High	9-12	Martin	Public	173	19
Washabaugh Cty.	Wanblee Public	1-8	Wanblee Rural	Public	18	2
Washabaugh Cty.	Long Valley	1-8	Long Valley	Public	35	3
BIA	Crazy Horse	K-12	Wanblee	BIA	304	20
BIA	Oglala Comm.	K-8	Pine Ridge	BIA	460	25
BIA	Oglala Comm.	9-12	Pine Ridge	BIA	266	27
BIA	American Horse	K-8	Allen	BIA	144	13
BIA	Manderson Day	K-8	Manderson	BIA	217	14
BIA	Porcupine Day	K-8	Porcupine	BIA	130	12
CONTRACT	Loneman	K-8	Oglala	CONTRACT	224	13
CONTRACT	Little Wound	K-12	Kyle	CONTRACT	602	45
Shannon Cty.	Batesland	K-8	Batesland	Public	178	19
Shannon Cty.	Rockyford	K-8	Rockyford	Public	170	14
Shannon Cty.	Red Shirt	1-8	Red Shirt Table	Public	25	3
Shannon Cty.	Wolf Creek	1-8	Pine Ridge	Public	298	32
Red Cloud	Red Cloud	1-8	Pine Ridge	Parochial Catholic	439	60
Red Cloud	Our Lady of Lourdes	1-8	Porcupine	Parochial Catholic	154	11
	Seventh Day Adventist	1-8	Pine Ridge	Parochial	21	1



Eva Witt, an OSCC graduate teaches elementary school in Pine Ridge

underachievement. Within the last decade or so, the Tribe and its communities, with the help of federal legislation, have taken a more bonafide interest in the education of Indian children and adults. The Tribal Council has established an Education Office and is working diligently to establish a Tribal Education Code. A reservation-wide school board made up of representatives from the various community Indian school boards functions to address problems such as teacher training to produce more Indian teachers. The contract schools have established a model for community control of education. These schools, with genuine input, support and control from the local communities, are in a position to provide the type of educational reform needed to address the problems identified in the various studies referred to earlier. Just from general observation, one can realize the benefits of community control of education. Students, parents and the community as a whole are taking a more sincere interest in the schools. More Indian staff are being hired and emphasis is put on bilingual/bicultural curriculum. Other activities and organizations such as dancing clubs are initiated to promote and maintain Indian cultural ties. The schools act as a focal point for the affairs of the community and one can feel a real sense of ownership and pride.

This concludes the discussion of the background and history of the Pine Ridge Reservation and its people. As the report now turns to its prime topic, the Oglala Sioux Community College, it's hoped that what is presented will make a lot more sense having read a little about the milieu within which the college operates.



"In the future your business dealings with the whites are going to be very hard, and it behooves you to learn well what you are taught here. But that is not all. We older people need you. In our dealings with the white man, we are just the same as blind men, because we do not understand them. We need you to help us understand what the white men are up to. My Grandchildren, be good. Try and make a mark for yourselves. Learn all you can."

(Sitting Bull)

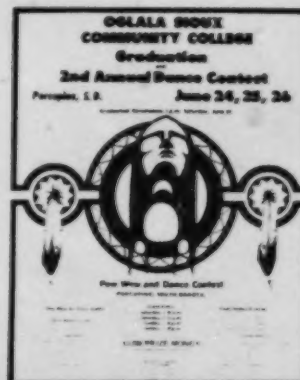
As early as 1966, various leaders of the Oglala Sioux Tribe began talking about the need for a community college on the Pine Ridge Reservation. At this time the idea of tribally controlled colleges was new. The only college offerings at Pine Ridge were sporadic extension courses offered primarily for the benefit of teachers meeting their certification requirements.

In August 1968, the Oglala Sioux Tribal New Careers Program contracted with the University of Colorado to provide college classes on the reservation for trainees participating in the program. These classes were then opened to other community members.

In 1970, the Tribal Council committed itself to the creation of a community college. The Tribal Council appointed a task force, and a coordinator for the project was retained in September of 1970. Funding was initially sought from the Office of Economic Opportunity, a federal program established during the Johnson Administration to foster economic development.

Unfortunately the funding did not materialize, but the Tribe decided to move ahead with the project, paying the coordinator from other resources and relying upon volunteers for instructors. The decision to move ahead in spite of funding problems was made because the Tribe viewed the concept of a local college as an opportunity to provide home-based, culturally-relevant higher education previously inaccessible to the people of the Reservation. There was also the feeling that outside agencies would be of little assistance and the Tribe would initially have to depend on its own resources, meager as they were.

Classes were held under the authority of the Task Force during the Fall of 1970 with continuing efforts toward securing funds. In January of 1971 a grant of \$13,000 was secured from the Bureau of Indian Affairs and the Rockefeller and Zale Foundations made grants of \$25,000 each.



In March of 1971, the Oglala Sioux Tribal Council established the Lakota Higher Education Center (later changed to Oglala Sioux Community College) by an ordinance and charter, setting it up as a non-profit corporation of the Tribe with jurisdiction over post-secondary education, and empowered it to offer degrees with emphasis upon the Associate of Arts.

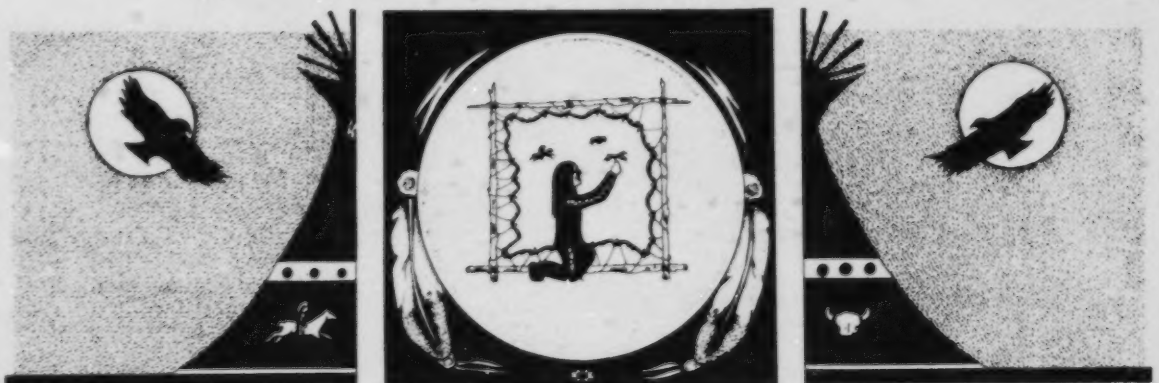
It was found at this time that the Internal Revenue Service did not recognize the tax-exempt status of tribally-chartered corporations, so it became necessary to create an additional corporation through the District of Columbia in order to obtain the foundation grants. The additional funds allowed the College to expand from one coordinator and volunteers to a staff of six.

There were six (6) original board members appointed by the Tribal Council. The charter was later amended to include twelve (12) board members, nine (9) elected from each of the Districts and three (3) ex-officio members from the Tribal Council.

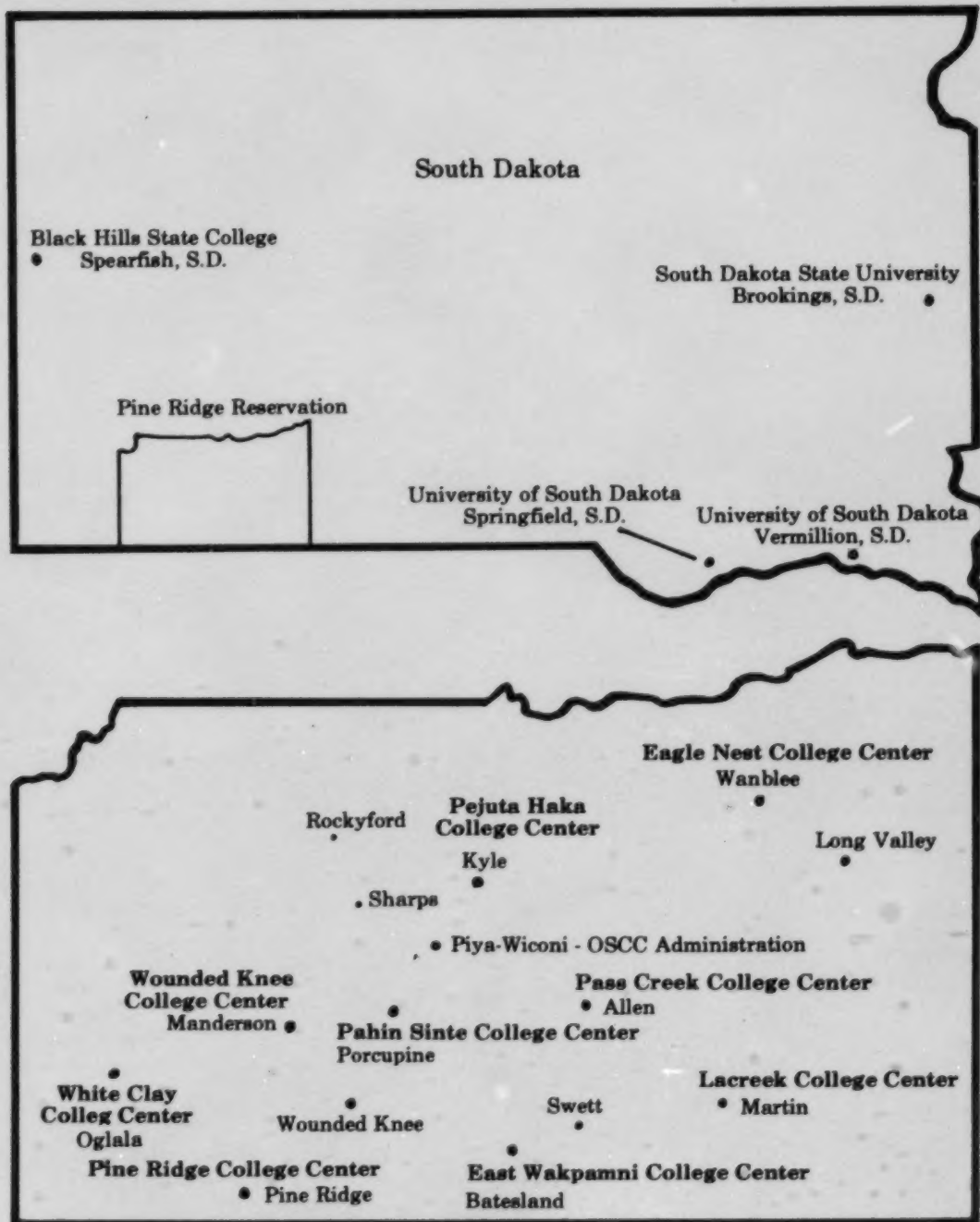
In its second year of operation, the College staff increased to nine (9) and included three (3) full-time instructors as well as administrative and clerical personnel.

Since its inception, the College has grown tremendously undergoing organizational changes to meet internal and external demands. Its existence under the tribal charter has been continuous and basically unaffected by the political changes and periods of turbulence. Major results of the organizational changes have been the decentralization of operations (Table IX) and control to the districts and a participatory management process through standing committees and a staff governance organization, Piya Wiconi Okolakiciye.

The evaluation of the mission and purposes of the College reflects these changes.



OSCC District Centers



Bibliography and Further Reading on Indian Education and the Pine Ridge Reservation:

That These People May Live, Eileen Maynard and Gayla Twiss, (U.S. Public Health Service, Washington, D.C., DHEW Publication No. HSM72-508, 1970)

History of the Indians of the U.S., Angie Debo (University of Oklahoma Press, Publishing Division of the University, Norman, 1970)

Indian Treaties, Kirke Kicking Bird, Alexander Tallchief Skibine Lynn Kicking Bird, Charles Chibitty (Institute for the Development of Indian Law, Washington, D.C. 1980)

The Problem of Indian Administration, Lewis Meriam (ed.) (John Hopkins Press, Baltimore, 1928)

Indian Education: A National Tragedy - A National Challenge, Senate Report 91-501, (U.S. Government Printing Office, Washington, D.C., 1969)

To Live On This Earth, Estelle Fuchs and Robert J. Havighurst, (Anchor Books, Garden City, 1973)

"Survey of Jobs and Job Opportunities: Pine Ridge Reservation," Jeanne Smith (OSCC, Pine Ridge, 1978)

The Sioux, Royal B. Hassrick (U. of Oklahoma Press, Norman, 1964)



The mission and purposes of the College have been developed from the Oglala Sioux Tribal Ordinance 71-01 which authorized the charter for the College. The Ordinance states:

"to establish and operate institutions granting post-secondary degrees and certificates, especially that of the Associate of Arts, and/or enter into agreements with public or private agencies to offer higher education on the reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Reservation..."

As mentioned earlier, the College, as it grew and matured, adapted itself organizationally with continued emphasis upon improving service delivery and meeting needs of clientele. Along with the organizational adaptations have been periodic reviews of its purposes. The initial purposes of the College were:

1. to provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe's developmental needs and in so doing, to provide students with competencies and exposure to values enabling them to achieve a decent livelihood and to fulfill themselves individually and as members of the Oglala Sioux Tribe.

2. to inculcate a Lakota perspective, both as integrated with professional and occupational curricula, as a discipline in itself, and through continuing education. Insofar as its resources allow, the College devotes research and study to Lakota Culture in order to encourage its development among the Oglala Sioux and a wider understanding of it among others.

Although giving priority to the above purposes, the College also provided, as resources were available:

1. basic skills and continuing education courses and workshops as community members desire,
2. technical assistance and consultation to communities, agencies, and individuals of the Oglala Sioux Tribe,
3. cultural, social, and recreational events for its students and the communities, and,
4. preparation for those students who wish to pursue careers away from the Pine Ridge Reservation.

The mission and purposes were reviewed by the College Board, staff and students during 1978 as part of the initial accreditation application to the North Central Association of Colleges and Schools. These were then redrafted in the Status Study in the following manner:

Oglala Sioux Community College

Schedule of Courses



Spring Semester



The College strives to meet four broadly interrelated purposes rooted in a philosophy of Tribal self-determination with the goal of serving present and future development needs of the Oglala Sioux Tribe, its communities and its people. The College recognizes that its objectives of assisting with Tribal development, Lakota cultural development, community development, and student academic and self-development are each dependent upon the full development of the others and while focusing on any one, the others need be kept in mind.

General Purposes:

I. To provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe and its communities' developmental needs and in so doing, to provide students with competencies and exposures to values enabling them to achieve a decent livelihood and fulfill themselves individually and as members of their communities and the Oglala Sioux Tribe.

II. To provide a Lakota perspective, both as integrated with professional and occupational curricula, as a discipline in itself, and through continuing education. Insofar as its resources allow, the College devotes research and study to the Lakota language and culture in order to encourage its development among the Oglala Sioux and a wider understanding of it among others.

III. To provide programs that will raise the standards of academic excellence for staff and students while maintaining open enrollments and emphasizing accessibility to potential reservation students.

IV. To assist with the community development needs of the districts.

The College was granted Candidate Status in the Spring of 1979. The first biennial visit was held during the Fall of 1980 and the College was continued on Candidate Status.

Since 1978, as part of staff and organizational development and the development of a long-range plan, the mission and purposes were under ongoing scrutiny with total staff involvement.

Following the first biennial visit and the decision by the college to apply for full membership in the North Central Association of Colleges and Schools, the mission and purposes were thoroughly reviewed. The Institutional Development Committee of the College distributed copies of the current mission and purposes to the staff for review and comment. From this survey, it

was determined that the mission and purposes were still applicable, but that they should be reworded and better organized.

On May 17 and 18, 1982 a representative group of staff members met to work on curriculum development. The first step in this process was an indepth discussion on the mission and purposes. After the meeting, the following draft mission and purposes were prepared for further staff review:

Oglala Sioux Community College was established by Oglala Sioux Tribal Council ordinance to generally coordinate and regulate all higher education on the Pine Ridge Reservation. The college is empowered to develop and operate programs granting post-secondary degrees and certificates and/or enter into agreements with public or private agencies to offer higher education on the reservation. Emphasis is put on programs leading to the two-year Associate of Arts degree.

In carrying out the mission, the Oglala Sioux Community College Board of Trustees have stressed the importance of preserving the Lakota culture and fostering tribal self-determination. College students need preparation which will enable them to understand the ways of the larger society, as well as the customs and beliefs of the Lakota people. The college, in working toward this end, has defined as its purposes:

Tribe and Community

- To provide the Oglala Sioux, as a sovereign people, with trained human resources and personnel.
- To assist people in being active, productive members of their communities and of the Oglala Sioux Tribe.

- To determine and assist with the developmental needs of the tribe, districts and communities.

Culture

- To present the Lakota view in teaching within the professional, occupational and community programs.
- To develop the Lakota culture as an area of study in itself.
- To research and study the Lakota language, culture and philosophy.

Academic

- To maintain high academic standards for staff and students.
- To maintain open enrollments.
- To be accessible to potential reservation students.
- To teach students basic skills and human values which will assist them in fulfilling



themselves and making a productive living.

The following mission and purposes currently guide the College and have resulted from the review process discussed above:

In carrying out the mission, the Oglala Sioux Community College Board of Trustees stress the importance of maintaining the Lakota Culture and fostering Tribal self-determination. College students need preparation which will enable them to understand the ways of the larger society, as well as the customs and beliefs of the Lakota people. The College, in working toward these ends, has defined as its purposes:

Tribal

1. To provide the Oglala Sioux, as a sovereign people, with trained human resources and personnel.

2. To assist people in being active, productive members of their communities and of the Oglala Sioux Tribe.

Cultural

3. To present the Lakota view in teaching within the professional, occupational and community programs.

4. To develop the Lakota Culture as an area of study in itself.

5. To research and study the Lakota Language, Culture and Philosophy.

Academic

6. To maintain high academic standards for staff and students.

7. To maintain open enrollments.

8. To be accessible to potential Reservation students.

9. To teach students basic skills and human values which will assist them in fulfilling themselves and making a productive living.

10. To work with other institutions and agencies in furthering the interests of the College.

Community

11. To assist with the determination of developmental needs of the Reservation Districts and Communities.

12. To assist the Reservation Districts and Communities in furthering their goals.

13. To provide continuing and community education.

14. To provide a sound, basic education for high school equivalency students.

As can be seen, the mission and purposes of the College have remained basically the same since the inception of the College, but at various times have been clarified, reworded and expanded.

Education for their people has been a dream of Oglala leaders for over 100 years. The *Treaty of 1868* which created the Sioux Reservation system, also stipulated in Article 7 that Sioux children would receive a formal education.

Responsibility for carrying out this duty was entrusted to the Bureau of Indian Affairs. Higher education prior to 1970 was provided through governmental colleges such as Haskell and Carlisle and through individual grants to attend regional colleges. In 1970 only two percent of the Oglalas on the reservation had a college degree. High failure rates and alienation from tribe and home communities led the Oglala Sioux Tribe to seek a better way.

In 1969, the Tribe started utilizing funding from federal programs to deliver college courses on the reservation to upgrade its own personnel and provide a broader education to the people in general. Then, under the auspices of Public Law 93-638, the Tribe contracted to assume direct responsibility for a portion of higher education funds available to its people.

Finally, the Oglala Sioux Tribe together with other tribes worked with Congress to enact Public Law 95-471, "The Tribally Controlled Community College Act," which specifically funds Tribally-chartered colleges.

The Charter of the Oglala Sioux Community College was issued by Ordinance 71-01 of the Oglala Sioux Tribal Council on March 4, 1971. The Charter established the college as an independent entity with an elected Board of Trustees and responsibilities for coordinating all higher education on the Pine Ridge Reservation.

The Main Board of the college is made up of one member elected from each of the nine political districts on the reservation, the Tribal Chairman or his representative, the Chair of the Tribe's Health, Education and Welfare Committee, and one Council member selected by the Council at large. The nine district representatives have staggered four year terms with five being up for election at one time and four the next. Elections are held in conjunction with Tribal Council elections every two years.

The Main Board meets on the third Wednesday of each month and considers matters of policy and procedure as well as personnel decisions. The President and President's Council are in attendance. They, with the Board Chair, make up and distribute the agenda in advance. The meetings are open to the public.



Local Boards function to oversee the operations of each local District Center. Under the Local Board Bylaws, the Main Board member also serves on the Local Board. Members are elected and they meet monthly to review local budgets, personnel and course scheduling.

The Local Boards make recommendations to the Main Board concerning personnel actions at their Centers. Thus, they play a part in hiring, evaluation and termination. The Local Boards assure that community leaders keep in touch with the college thus keeping the College aware of its constituency and the community informed about the College.

It is important to note at this point the continuing issue of decentralization in the College. As part of the overall movement in the 70's for Indian control over their own institutions, individual Districts of the Reservation also moved for local control. The pendulum has swung back and forth and at this time the College is seeking a balance between local control and centralized administration. A standardized Local Board bylaws was passed by the Board of Trustees in 1982 and is in the process of being implemented.

The college governance system includes student organizations at each District Center, four standing committees, and an overall governance body. The standing committees and the governance body include all staff and representative students.

The four standing committees are: the Institutional Development Committee; the Instructional Affairs Committee; the Student Services Committee; and the Institutional Activities Committee. These committees have been given areas of responsibility and corresponding tasks by the administration. They also initiate policy review, research, and recommendations on their own.

Recommendations from the respective committees pass on to the Piya Wiconi Okolakiciye (roughly translated as "People's Council for a New Beginning") - the overall governance body. This body reviews their recommendations and recommends further action to the committee, the President or the Board. The Piya Wiconi Okolakiciye can also receive suggestions for action from administrators and staff. The meetings are open to the staff and to the public.

Each District Center has a student organization with elected officers and a budget. The president of each organization serves on the Piya Wiconi Okolakiciye as a voting member. Student organizations have sponsored intra and inter college



basketball and volleyball tournaments, pow-wows and dances. However, a high turnover rate of student organization officers and also the turnover of students themselves and the distances involved limit student participation in the governance structure.

As explained in more detail in Chapter III, the Board of Trustees has entered into cooperative agreements with several of the colleges in South Dakota. The purpose was, first, to assure that OSCC has accredited and transferable programs for its graduates and, second, to insure technical assistance and support in developing programs.

The Nursing and Criminal Justice programs have been developed and offered under a Board-sanctioned agreement with the University of South Dakota. Education, Lakota Studies, General Studies, Business, and Social Services have been offered as joint degrees under an agreement with Black Hills State College. Agriculture, Home Economics and Early Childhood Education have been offered jointly with South Dakota State University.

The college is a charter member of the American Indian Higher Education Consortium and has played an active role in its development and operations. OSCC's President served as Chairman of the AIHEC Board for the 1980-81 term and was re-elected for the 1981-82 term. OSCC played a major role in assisting AIHEC with its first major conference in Rapid City in April of 1982.

The Board of Trustees adopted an extensively revised policy manual in February of 1982. The manual incorporates Board and administrative actions over the past ten years. The format is such that the manual can be continuously updated to provide the latest correct information on OSCC policy.

In the area of governance, one need is to continue with Board training for both the Main and Local Boards. Another need is continued refining and developing of the Policy Manual. Finally, the Piya Wiconi Okolakiciye needs continued nurturing from the administration as it gradually begins to bear more fruit. The balance between involvement and commitment of the non-Indian faculty and maintenance of the Lakota perspective of the institution is another area that requires careful attention.

Strengths in the area of governance lie in the broad base of grass roots involvement in the Main and Local Board system, in the



governance system of committees and in the growing role of the Piya Wiconi Okolakiciye. The Policy Manual is also a strength.

The effectiveness of the overall governance system is evidenced by the level of support given the College by the Tribe, by the on-going involvement of respected community leaders in the College and by the ability of the College to thrive on the reservation where so many institutions have been stymied by politics.

The developing effectiveness of the Piya Wiconi Okolakiciye committee system can be seen in the minutes of meetings which show careful research, deliberation and well thought out policy and procedures recommendations.

Plans for changes in these areas include the development of an overall student senate, use of the committee system for a comprehensive review of curriculum and instruction, and further training for Boards.



Myron Rock (left center), OSCC graduate, is sworn in as Treasurer of the Oglala Sioux Tribe, April 1980.

This section reviews the division of responsibilities within the institution and the reasons for the overall organizational structure that exists. Subsequent chapters treat each division in more depth.

The delivery of services by the College is effected through two major subdivisions: 1) Instructional, and 2) Community Services and Student Development. These are seen as equally important to the College and each is managed by a vice president who reports directly to the President. The head of Community Services and Student Development has the title of Executive Vice President, an indication of the primacy of community needs as spelled out in the College's mission and purposes.

Three other elements of the College report directly to the President. These are the Business Manager, the Director of Institutional Development, and Plant Manager.

The *Executive Vice President* for Community Services and Student Development supervises two assistants. Together, these three people oversee financial aids, the registrar's office, community and continuing education, special services, counseling and direction of the District Centers.

The Vice President for Instruction oversees the operations of six instructional departments and the Learning Resource Center. Department chairs have offices at the main Piya Wiconi Center near Kyle, teach at the District Centers and work closely with the District Center Directors, Counselors, and Tutors. The Vice President for Instruction works closely with the Center Directors and Counselors to plan each semester's course schedule in accord with the student needs.

Funded programs have played a major role in the development of the College from the beginning. These programs are adapted to the organizational structure as best suits their purposes in a particular instance. For example, adult education grants have been managed exclusively by the Community and Continuing Education Department (formerly Adult Education) and they, from time to time, request courses and technical assistance from the Instructional Division.

For another example, a Title IV Teacher Training Grant has been managed by the Education Department. In this instance, District Directors and Counselors assist with recruitment, scheduling and advising.

For the 1981-82 fiscal year the College managed twelve funded programs. In addition, all divisions of the college received technical assistance

through a program managed by the American Indian Higher Education Consortium.

Special Activities such as cultural events and the college newspaper are generally initiated and coordinated by the committees concerned. However, as in the case of the highly symbolic graduation exercises and pow-wow, the Fall Festival, and various forums, film series, runs and colloquiums, college staff from affected areas put in an extra measure of time and energy. The Director of Institutional Development keeps the President apprised of ongoing program operations and monitors progress, evaluations, and proposals.

The organization chart on the following page is meant to show the basic relationships among the various personnel departments, etc. A chart cannot show all the nuances that make up the governance structure of an organization without becoming a tangle of lines which confuse rather than elucidate.

There were positions for Assistants to the Vice President for Instruction in Academic Programs and Occupational Programs but these have not been filled for two years. The Fiscal Manager position has recently been upgraded to Vice President for Business Affairs and the Community Services Department is currently changing job titles to fit its new designation as Department of Community and Continuing Education. As in the area of governance, there is an ongoing development of the relationship of Local Boards to District Center staffs.

Needs and Strengths:

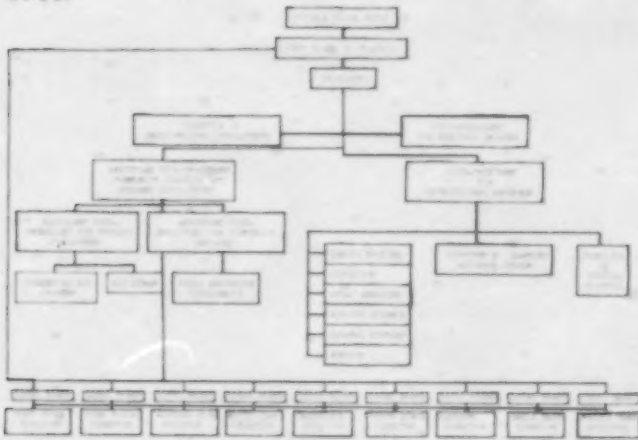
The greatest need in this area is for a review of the departmental structure within the Instructional Division (with an eye to reducing the number of chaired departments). Within the Community Services and Student Development Division there is expressed a need for clarification of the role of the two assistants to the Vice President. This problem is being addressed through the work schedule process. There is also a need to develop better student advisement and course scheduling - both areas that call for close cooperation between the two divisions.

Strengths include the responsiveness of this structure to community needs, concerns, and ideas and the easy accessibility for instructors to counselors and tutors who have close ongoing relationships with the students and their families. The new manual of Policies and Procedures has also helped to clarify responsibilities.

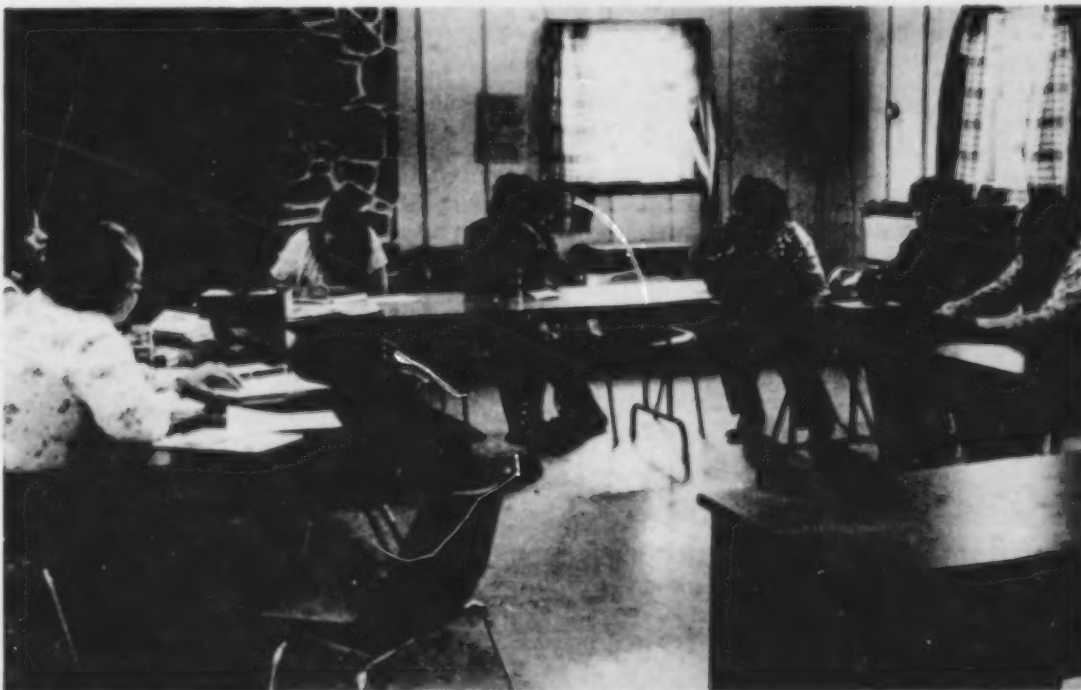
Plans to remedy the specific concerns identified currently include student advisement by

faculty as well as district counselors. The Instructional Division's departmental structure is being reviewed by the Instructional Affairs Committee. Data was collected and analysis is underway in Fall 1982.

Plans for the future include implementation of the ACE/HEMI management program. The College began preliminary investigation of this program in the Fall of 1981, began full participation in the summer of 1982, completed the Needs Assessment Survey in October, 1982, and will begin Feedback and action planning in January, 1983.



*Pass Creek College Center,
Local board meeting, Allen, SD.*



Cooperative agreements have been a part of the College from its inception. In 1968 the Oglala Sioux Tribe under Chairman Enos Poor Bear requested college assistance in the development of a New Careers training program. This assistance was eventually provided by the University of Colorado's Center for Action Research/Department of Sociology. The program began in January of 1969. In the Fall of 1969 the University of Colorado also undertook cosponsorship with the Tribe of a demonstration project for VISTA. This program later was disseminated nationally and came to be called the University Year for Action.

Birgil Kills Straight, the Director of New Careers, supervised the UYA project for the Tribe and the Tribe's community volunteers VISTA program. The resources from all of these programs were pooled to begin offering undergraduate courses from the University of Colorado in the Spring of 1970. The President of the University of Colorado was a keynote speaker at the inauguration of the new Tribal Chairman, Gerald One Feather, in April of that year. By the summer session there were one hundred and eighty students enrolled in these courses in log cabins and community buildings across the reservation.

In the Fall of 1970 the new Tribal Chairman designated a staff of three people to begin organizing a full-scale college. Two of these three people are still with the College as are three of the original instructors who worked for New Careers. One of the original students teaches full-time for the College and many play other important roles. Birgil Kills Straight now chairs the Board of Trustees.

A primary concern of the Oglala Sioux Tribe was, and is, to generate Oglala Sioux who are certified for professional positions on the reservation (such as teaching and nursing), thus transferability was a major concern from the beginning. Therefore, virtually all courses have been offered with the cooperation and blessing of established institutions. Today, these cooperating institutions are Black Hills State College, the University of South Dakota, and South Dakota State University. Oglala Sioux Community College has formalized cooperative agreements with each and until 1980-81 all courses were covered by one of these agreements.

In all of these formal cooperative agreements, OSCC hires its own instructors, orders its own books, writes its own course syllabi, and maintains its own records. The cooperating college is given the opportunity to approve or disapprove specific courses for specific instructors, to approve the



Emory New Holy, OSCC graduate is the center director for the Whiteclay District College Center.

addition of new courses to a program of study or a substantial change in curriculum and keeps a duplicate set of student records. The State Board of Regents also approves new courses and/or new degrees. Up until now, graduates have received two diplomas — one from Oglala Sioux Community College and one from the cooperating college.

Key administrative officials of all three cooperating colleges have been involved in the development and review of the agreements. Typically, too, the Presidents of one or more of these colleges and various vice-presidents, deans and registrars attend the annual graduation pow-wow and confer the degrees authorized by the State Board of Regents.

The general *strength* of having such cooperative agreements has been an assurance of quality, recognition by regional institutions, a curriculum closely aligned with neighboring institutions, and an assurance of secure backup records. These factors have insured transferability and also the availability of financial aid. By and large the cooperation has been helpful and congenial.

Such problems as there are with these agreements stem largely from the uniqueness of Oglala Sioux Community College vis a vis the state institutions. To review, the major distinction lies in the fact that Oglala Sioux Community College is, in contrast to them, a "community" college with special historical circumstances and special purposes and goals. Lakota culture and social structure are of major concern. It is important to note that OSCC is much smaller, has a much higher percentage of part-time students, is more heterogeneous in both students and staff, is highly decentralized, and is more rural in character than state institutions. This means that some of the assumptions at a campus-based liberal arts college do not easily fit here. Serious problems may occasionally arise, too, because of time, distance, and the articulation of varied schedules across the four separate institutions.

There are also the mundane problems represented by duplication of effort, by the expenses of extensive correspondence and meetings, and by the ongoing protection of turf in each of the institutions. Finally, there are the unknown costs from the inhibition of initiative and creativity in the face of labyrinthine levels of duplicate and remote bureaucracies.

Full membership in the North Central Association will reduce the need for duplication of efforts, free staff to devote that energy to local



Theda Clarke (left), OSCC Nursing instructor, works with Alice Gilbert, an OSCC graduate and an R.N. at the Indian Health Service Hospital in Pine Ridge.

needs, validate the contributions that the state colleges have given in building Oglala Sioux Community College, and put responsibility for curriculum development and quality control squarely with the College. Faculty review processes and curriculum development processes have been adequately developed to assure continued quality and effectiveness at Oglala Sioux Community College.

As will be more fully noted in the review of specific instructional programs, most cooperative agreements will be phased out. However, selected arrangements will continue where the greater breadth and depth of the cooperating colleges can assist in the production of professional programs — most specifically in nursing and in a four year education degree program.

The *University of South Dakota* began assisting with an ADN program in nursing in 1972. This arrangement will continue until Oglala Sioux Community College has its own program recognized by the State Board of Nursing. The cooperative arrangements that have existed for a criminal justice AA and for selected courses in alcohol and drug abuse studies will be changed to interdepartmental consultation and informal coordination of offerings as appropriate.

South Dakota State University has been monitoring and assisting with programs in agriculture, early childhood education, and home economics. They will no longer be responsible for close monitoring of these courses but will be consulted and informed concerning changes.

Black Hills State College has been monitoring faculty qualifications and curriculum for general studies, Lakota Studies, human services, education, and business on the Associate of Arts level. They will henceforth be consulted and informed on a more informal level concerning these programs. The continuing arrangements for the four year education degree are explained more fully in the following chapter.

Oglala Sioux Community College has been fortunate to have had the extensive support and assistance of many of the region's colleges over the past decade. The College has every hope of maintaining close rapport and working relationships with these institutions over the coming years.

This chapter analyzes the salient features of the Instructional Division and provides a basis for detailed discussion of its functioning within the College. Short descriptions of the curriculum development process, departmental purposes, accomplishments, strengths, concerns and a summary of the plans for the division are included.

The Instructional Division is the means of offering degrees and training programs at the post-secondary level. Degrees are offered through the departments of Applied Science, Education, General Studies, Human Services, Lakota Studies and Nursing. Vocational certificate programs are offered by the departments of Applied Science and Nursing. Support services are provided by the Learning Resources Center. Contracted training programs are developed through the Office of Special Projects. A secretarial pool provides typing, copying and other services to the divisional staff. The entire division is supervised by the Vice President for Instructional Programs with seven administrators reporting directly to the Vice President.

Each of the degree programs is the result of an agreement, approved by the South Dakota Board of Regents, which specifies course requirements and courses for each degree offered and which requires approval by cooperating institutions of OSCC faculty members to teach specific courses. Black Hills State College, South Dakota State University and the University of South Dakota are the cooperating institutions as discussed in the previous chapter.

Curriculum development at OSCC began with the negotiation of the agreements and continued until 1978-1979 with an emphasis on the modification of specific courses by individual teachers and *ad hoc* committees. In 1979-80, the Instructional Division began anticipating adaptations of existing degree programs and the creation of new, more responsive programs. The umbrella provided by cooperative agreements has inhibited true curriculum development because OSCC has been tied to the curriculum processes at the remote cooperating institutions.

During 1980-1982 several significant stages preceding academic independence were reached. The Piya Wiconi Okolakiciye (PWO) became a staff/faculty policy generating body and the Instructional Affairs Committee established procedures for the development of curricula. By Spring 1982, a few new courses were created and the Curriculum Subcommittee has begun a thorough review of



*Greg Gagnon, Vice President
for Instructional Programs.*

curriculum and divisional organization which will continue through 1982-1983. Additionally, departments have been examining degree requirements for possible alterations.

OSCC first offered its own credit courses during 1981-1982 in response to specific needs. As the PWO procedures were not in place, the creation of these courses was authorized by the Vice President for Instructional Programs.

Each of these developments in curriculum has been characterized by the utilization of the newly created channels for faculty review and by the anticipation of greater OSCC based freedom once accreditation is achieved. The staff is satisfied that the structure for curriculum development provides the means to meeting the instructional mission of the College.

The Applied Science Department was established for the 1981-1982 academic year in order to consolidate two academic degrees and vocationally related programs under a single administrator. It combines the formerly separate departments of Agriculture, Business and Occupational Programs. Full-time staff members include one Ph.D., an M.S. and two Bachelor's degree instructors. A carpentry instructor who is a master carpenter with several years teaching experience is employed under an agreement with the Employment Assistance Office of the Oglala Sioux Tribe.

Degrees with various options are offered in Business and Agriculture. Certificate programs are offered in Carpentry and Agriculture to students receiving employment assistance. In addition to degree and certificate programs, the department's purposes include community workshops, assistance to tribal agencies and charter organizations and continued development of means to assist the Oglala Tribe toward self-sufficiency.

The department increased the number of courses offered by 20% during 1981-1982, doubled the number of workshops presented and provided nine students with the one year Carpentry Certificate. Plans for the future include more effective direct advisement of students, a search for long term funding for students enrolled in certificate programs and a revision of the agriculture program. The department will exercise a direct role in course planning in order to expedite degree attainment by students.

The department offerings can be improved if the following extrinsic problems are addressed. The most significant problem is the unreliable and changing funding provided by the BIA for the

agriculture extension component. Another problem is the lack of commitment by Employment Assistance to provide trainees to all the certificate programs the department would like to offer. An overriding concern is the depressed economy of the reservation which makes it difficult to place the students who graduate with certificates.

Despite these obstacles, the department is meeting needs of the Oglala people and has the capacity to continue to do so.

The Education Department offers an Associate degree in education. Through an agreement with Black Hills State College, the department also offers all courses leading to a Bachelor's degree in elementary education. OSCC is requesting that its status be changed to permit the bachelor's degree to be offered by OSCC. The department also provides a bilingual endorsement program at both the two and four year levels, is a Title IV funded teacher training program and provides technical assistance to reservation schools. Although the college has only one bachelor's degree graduate, six more will graduate in June 1983.

OSCC originally intended to delay its request for change of status until after initial accreditation had been achieved, but conferences with North Central staff and with Sinte Gleska College which has a similar experience led us to reconsider. Offering the bachelor's degree is consistent with the mission of the college, is clearly needed by our constituency and has, for all practical purposes, been offered by the College since 1978. The College concludes that its education program is sufficiently strong to justify the request to offer the Bachelor's Degree in Elementary Education.

Succinctly put, the strengths of the education department for both the associate and bachelor's degree include:

- fifty-five majors, most of whom are working in schools as aides.
- a good job market for certified Lakota teachers on the reservation.
- solid funding for the next several years.
- a history of close cooperation with the reservation schools.
- sufficient resources to train teachers.
- faculty members with academic credentials and classroom experience.
- a history of offering the bachelor's and associate degree courses since 1978 which has produced graduates now working in reservation schools.
- faculty members sensitive to the Lakota perspective as they teach.



The department has two faculty members according to the organizational chart but it should be noted that additional faculty members are assigned a large role in the Education Department. Current full-time staff who teach courses specifically for the education degree requirements include three at the doctoral level and six at the master's level. Part-time instructors are carefully chosen from reservation schools for their experience as well as their academic credentials. These faculty members participate in education department activities and planning.

Departmental concerns include advisement and scheduling difficulties imposed by the decentralized nature of the college and the small number of education majors in an absolute sense. Other concerns are maintaining progress toward completing the Teacher learning center and the need for more Lakota instructors.

Plans for the education department include a proactive role in scheduling, improving advisement, continuing the adaptation of existing courses to meet our student needs, providing courses necessary for the enlarged role of the College specified in the current tribal education code and maintaining relationships with state colleges and agencies.

The most immediate plan after accreditation is received is to provide supervision of student interns. This is the only facet of the bachelor's degree which OSCC does not administer already. Fortunately, the current staff includes several who are qualified to supervise student interns. Dr. James Johnston, doctoral candidate Ebrahim Kazimi, and two of the master's level instructors will provide an excellent nucleus for planning and implementing this portion of the bachelor's program.

The education department, is as is the College as a whole, the only alternative for most Lakota who wish to become teachers. Most are teacher aides with family responsibilities who cannot attend other colleges. Parenthetically the OSCC success rate in education far exceeds the rate at other colleges which experience 85-90% failure rates with Indian students. The education department is proud of its accomplishments and offers them as proof of its ability to continue succeeding.

The Human Services Department offers degrees in Criminal Justice and Social Services in addition to workshops and training programs. During 1982-1983 an Alcohol and Drug Abuse program is being offered to supplement degree programs and meet an identified reservation-wide need for training in this area.

This department's contribution to the College

mission includes providing all students with an understanding of social sciences, preparing Human Services graduates to fill employment needs of the reservation and work directly with tribal agencies and organizations to identify and meet the human services needs of the Oglala people.

Staffing of this department includes three Ph.D.s and a part-time instructor for the Alcohol and Drug Abuse component. Several well-qualified professionals add to the strengths of the department by teaching part-time.

The Human Services department has met the needs of part of its constituency but will closely examine its mission in the College. Plans include an examination of whether a single Human Services degree with a variety of options is feasible, expansion of the existing contract with the Public Safety Commission of the tribe, exploration of alternative staffing patterns, a close liaison with the Office of Special Projects and a look at experience related curriculum change.

The General Studies Department offers a basic transfer degree and provides support courses for each of the other degree programs. The staff consists of two faculty with doctorates, a doctoral candidate and four faculty with master's degrees. The department meets its goal of providing quality courses to all OSCC students and provides community training and assistance through the activities of its staff.

The biggest concern faced by the department is the large number of part-time faculty members who must be utilized. A second problem is the large number of disciplines which are encompassed by the General Studies Department.

Significant strides have been made in orienting, supervising and evaluating part-time faculty during the period since 1978. Part-time faculty members attend orientation sessions before each semester, they receive classroom visits by the chairperson or a full-time faculty member and they have access to faculty members on a regular basis.

Evaluations are given by students, district center directors and by the department chairperson. The part-time problem is not acute because the majority of part-time faculty members teach courses on a regular basis and have become familiar with College standards and expectations.

The problem of multiple disciplines being housed in a single department is being addressed by the Instructional Affairs Committee of the PWO. This committee will recommend a more equitable, more manageable distribution of course responsibility by the end of 1982-1983 in order to implement desired changes for 1983-1984.





The Lakota Studies Department has ambitious purposes because OSCC is an Indian Community College which derives uniqueness from its Lakota heritage. All students are required to complete fifteen credits of Lakota Studies courses which makes the department's support function analogous to General Studies. The development of a Lakota Studies archives, workshops, assistance to other departments and a national role in Indian related organizations complete the objectives of the department.

One of the difficulties which the Lakota Studies Department faces is securing instructors who know Lakota subjects and who are experienced in higher education. The full-time staff of the department have more than sufficient higher education preparation (two masters and one J.D.). Part-time faculty are approved by the Lakota Studies Council, an advisory board of Community leaders for the department, and one faculty member is responsible for regular orientation and teaching workshops for part-timers which helps to alleviate the concern.

The course load imposed by the support role of the department interferes substantially with meeting other purposes of the department. However, several measures have been adopted including a series of proposals developed by the department and a Title III component designed to develop a Lakota Studies Center which will coordinate the broader objectives of the department. Each aspect of these plans is available in other sections of the Self-Study.

The Nursing Department offers an associate degree in Nursing and a Nurse Assistant certificate program. Community requested workshops are presented by the department. Departmental purposes include offering programs and preparing students for state board examinations.

The department's achievements are significant. It has OSCC's highest retention rate (83% for 1981-1982), a rate for successful completion of state board examinations comparable to other community college programs and a successful Nursing Assistant program. The Nursing Department's achievement in attracting and keeping students is particularly impressive when it is realized that none of the reservation schools prepare most students in the science and mathematics necessary for Nursing students.

The department's concerns revolve around the difficulty of attracting and keeping competent professionals and the problem in recruitment

imposed by the average student's lack of background. Other concerns include program cost, isolation from the rest of the college staff and the need to work toward a Lakota Studies component within the tightly structured degree program.

Future plans include working with the Director of Institutional Development to seek funding, concentrating on close cooperation with district center staff for more effective recruiting and increasing departmental college-wide involvement. Other goals are presenting workshops for junior high school students, offering a larger number of community workshops and stabilizing personnel.

The Office of Special Projects was created in 1981 to coordinate College efforts to meet its commitment to provide training services to reservation agencies and organizations. The coordinator was funded under Title III and is assigned to the Instructional Division because most services for this component are provided in conjunction with members of the division staff.

The accomplishments of 1981-1982 illustrate the potential for service. Procedure development and actual delivery of services occurred at the same time, causing some problems that were eventually overcome. A partial list of accomplishments include: development of policies and procedures for the delivery of Special Projects, conducting a reservation needs survey, establishing a CETA training contract for 112 trainees, completing a training contract with the Public Safety Commission, coordination of the 1982 summer courses for nurses and education majors, developing a recommendation for providing training by categories of needs and agencies, offering workshops for Bilingual Program employees, offering three courses for Public Safety staff, developing a training agreement with Red Cloud School, providing training to newly elected Tribal Council members and myriad other activities.

Plans for this growth area of the College include continuation of existing agreements and their expansion to additional agencies through a more sophisticated interaction with reservation-wide decision makers. Specific new target groups are the Personnel Office of the Tribe, Reservation teachers (graduate courses through agreements with universities), the Headstart Program and district government boards. Organizational plans are to delineate the role of Special projects in generating new courses, billing, registration and evaluation.





The Learning Resources Center provides centralized coordination for print and non-print materials to the district centers. This goal is the most difficult one for any department of the Instructional Division.

Until Fall 1982, the Learning Resources Center was located in a modular unit in Pine Ridge Village. No other facilities were available until the completion of the new auxiliary building at Piya Wiconi in May of 1982. Until 1978, the LRC collection consisted of donated materials and grant-related purchases which meant the holdings were uneven. To help remedy this the 1982-83 tasks of the LRC include:

1. Culling and centralizing all LRC materials to avoid duplication of the presence of inappropriate material.
2. Expansion of the breadth of print and non-print materials housed at the LRC.
3. Increasing the media and software collections.
4. Expanding the CORE libraries in each district through purchase and greater availability of materials from the LRC.

The LRC staff consists of a Director who has an MLS, a District Coordinator, whose position was created in 1982 and who is nearing an MLS, a Cataloger and a Media Coordinator. The latter two are para-professionals who received forty credits in Library Science through a program conducted by Black Hills State College. Student workers round out the staff. District libraries are supervised by district staff members.

The Basic Services and Holdings of the LRC

are:

Cataloged Collection = c. 7000;

Uncataloged = 3. 20,000

Periodicals = 130

—3 national newspapers

—25 Indian newspapers

—7 regional newspapers

—95 general and specialized periodicals

Audio-Visual Equipment

—LRC collection includes equipment ranging from microform readers and printer through VTRs and a small TV studio (55 mobile units)

—District Libraries each have 16 mm projectors; overhead, slice and filmstrip projectors; cassette recorders and a screen.

Software: microforms, audio cassettes, videotapes, filmstrips, slides, 16 mm films.

Interlibrary loan: films, books and other resource materials.

OCLC System: Cataloging and literature search services.

District Libraries: Each has 100-150 volumes as well as regional and local newspapers and selected magazines.

Special Collections:

- Teacher Resource and Curriculum Center
- Indian Collection

The LRC has several strengths. Its media staff and available equipment permit consistent services to the community, staff and students. The OCLC system has accelerated cataloging and interlibrary loans. The new facility is larger and more accessible. Linkage to the district libraries permits better service to students and staff.

LRC concerns revolve around the problem of accessibility of LRC services to the students in the widely separated districts. Financial limitations make it impractical to make each district library viable while the needs of students require accessibility to each item in the LRC. Various aspects of this concern include development of an effective interchange system, completion of cataloging, selecting additions to district CORE libraries and providing sufficient advanced materials for faculty members who must remain abreast of their field.

Plans include the development of a Tribal archives, expansion of the use of the OCLC and continued attention to filling in gaps caused by the uneven growth of the collection. Within the next five years the LRC will have to meet the challenge of an expanded curriculum in Human Services, Criminal Justice and Public Administration because these areas have been identified in the Long Range Plan.

Despite the handicaps imposed by distance, weather, and other conditions, the LRC meets its basic goals. During 1982-1983 collected data indicate:

- book circulation = 1156
 - films shown = 480
 - workshop videotapes = 222
 - interlibrary loan = 280
 - Media equipment circulation = 645
- (District circulations were not kept)

The LRC will continue to meet its goals through providing Learning Resources to College and Tribal constituencies.

The Instructional Affairs Division is as established in its degree program as any community college should be. Approximately 600 students are within the degree or certificate programs each semester and the Division has in place a process for faculty contribution to curriculum development and for evaluating the continuing needs of the College's constituencies.



These processes are well identified within the current long range plan of the college.

Most of the identified concerns for the Instructional Division of earlier North Central Association teams have been addressed. These concerns are highlighted for consideration by the current team. The 1978 team expressed concern that OSCC did not have a systematic course and curriculum development process, a comprehensive developmental education program and enough vocational education. The 1980 team expressed concern over the absence of standardized syllabi for courses.

Since 1978 the Instructional Division has established a course and curriculum process which encourages even non-Instructional staff to request needed courses. The process includes review of requests by chairpersons, the Vice President for Instruction, the Instructional Affairs Subcommittee on Curriculum, the Instructional Affairs Committee and the Piya Wiconi Okolakiciye. The Vice President may authorize one time courses to meet Special Projects activities provided that these courses are not to substitute for required courses in a given degree program. It should be noted that current agreements with cooperating institutions limit the process of curriculum development by tying degree related changes to approval through the State of South Dakota's system for course and program change. A standardized syllabus form has been developed through the governance process and all syllabi are being converted to the standardized form.

Full implementation of a developmental education program will occur in 1983-1984. Several activities have laid the foundation for a systematic approach once accreditation is achieved. A Developmental Education Subcommittee of the Instructional Affairs Committee has been charged with proposing a systematic program for use in 1983-1984. The Special Services program of the Community Services Division has developed a tutoring program for students in each district. Courses available at Black Hills State College, Basic Writing and Basic Algebra, have been used effectively. The college met the need for Basic Mathematics by creating an OSCC course which is being offered in 1982-1983. The College has met the communications need by pairing Basic Writing and Freshman English I in the same semester. This is done routinely. Much remains to be done in developmental education but the basis exists.

Vocational education is exceptionally difficult because of the near absence of a

reservation private sector. During 1979-1981 an Occupational Program Department was created with grant money. The department was dissolved in 1981 and its programs which had demonstrated success were assigned to the Applied Science and Nursing Departments: Secretarial Science is viable, the Carpentry program has concentrated on preparing students for the construction and short term jobs available, the Nurse Assistant program prepares students for available jobs, and the Agriculture certificate program is being attempted again in 1982-1983. The College is providing solid training within the context of the reservation job market and within the realities of the reservation economy. Not only the Instructional Division but other key departments of the college are striving toward greater, more systematic efforts with the Tribal Council and Tribal agencies to help develop a private sector for which the College can train students.

The future of the Division will include a revised organizational structure, continuous evaluation of non-funded programs as well as grant programs, curriculum revision, a greater role for the Lakota Studies Department and increased attention to coherency among full and part-time faculty subject delivery. There is no doubt that OSCC provides acceptable instruction within the degree programs offered. As any college must, OSCC must continue to adapt to meet the needs of students, and, as the only institution of higher education for the Oglala Tribe, must continue to respond to needs of reservation communities, the Tribal government and agencies of the Tribal government. Few community colleges have such a responsibility but OSCC is moving to meet the challenge.





The Student Development and Community Services Division is one of the two major branches of the College. Whereas the Instructional Division is concerned with academic and credit granting courses of instruction, the goals of this division for the 1982-83 academic year, in priority order, are as follows:

- To develop a student support system to ensure satisfactory progress of students from the beginning of a student's enrollment to graduation and placement.
- To maintain and improve student recruitment and retention and develop placement opportunities on and off the reservation.
- To take a leadership role in Lakota community development, assessment, involvement, and two way communications.
- To utilize the institution's budgeting, planning, evaluation and operation management process.
- To develop a management information system.
- To develop student organizations and activities.
- To develop a facilities and equipment development plan.
- To organize a better internal communication process.
- To develop and follow a staff development plan.
- To keep committee assignments.
- The division is now working on all of these goals and some of them have been partially accomplished.

Registrar's Office

Registration dates are set by the staff of the Registrar's Office and are scheduled in each of the nine district centers. At this time the Registrar and/or staff travel to the location to supervise registration and, in conjunction with district staff and instructional staff, advise students. Following registration, preliminary class limits are updated and decisions are made between the Vice President for Instruction, the Registrar, and the District Center directors regarding which classes will be closed and which ones will be open. As a general rule, the College regards six students as the minimum enrollment to keep a class open; however, with special circumstances this rule may be waived to take care of special needs of students.

District center staff inform all students who have enrolled in classes subsequently closing, enabling them to add another class. The Drop/Add period extends through the first week of the semester, as does the time allowed for late registration. By the first week of class, preliminary class lists are available for instructors and district center staff. These class lists are updated by the Registrar's

Office on an ongoing basis and serve as a basis for preparing official attendance records as well as for submitting mid-term and final grades to the Registrar's Office.

A complete list of students by semester and district is provided by the Registrar's Office to the Business Office for billing students or funding agencies for tuition, fees and books.

The Registrar's Office compiles a statistical report containing information on enrollment and demographic characteristics of students. The statistical report also serves as a basis for calculating course completion rates and re-enrollment data.

Mid-term grades (Pass/Fail) are due in the Registrar's Office one week after mid-term and final grades are due one week after the end of the semester. If a student withdraws or is dropped from a class during the semester, a signed drop card is sent to the Registrar's Office by the district center where the particular student attends the class.

Final grades are recorded in the OSCC Registrar's Office and final grade sheets are sent to the appropriate State institutions so the grades can be recorded as called for in the cooperative agreement.

Counselors in the districts maintain up-to-date status sheets for each student to allow easy identification of student's academic needs and progress through a program. The student receives a final grade only after it has been recorded with OSCC and accrediting institutions.

Concerns

An adequate process for the collection of student tuition, fees and books is not yet in place. There is a certain strain between the Registrar's Office and other divisions of the College, including district centers. This is due to the fact that each department has its own set of priorities regarding its task and often, the ramification of not adhering to the procedures of the Registrar's Office are not well enough understood by other parts of the College. The decentralized situation at OSCC is a complicating factor in terms of communication and record transfer. Over the past two years, orientation and in-service for staff were designed to inform district center staff and others of the systematic connections between the departments and understanding of the process. This helped some of the problem of communication and information transfer.

Strengths

An asset of the Registrar's Office is staff stability. The staff has been in the office for many





years and are intimately familiar with the registration process.

Plans

The College is now in the process of instituting a computer program in the Registrar's Office which will greatly facilitate data generation on student characteristics, up-to-date information on individual student's progress, and printing of transcripts. All student folders are now being updated and completed. The Registrar's staff will pursue staff development at workshops, by viewing other Registrar's offices and by taking computer courses to operate the new Student Information System. A contract with the Center of Indian Studies has been signed through Title III to make sure all OSCC student records, course records and instructor records are accurate at Black Hills State College.

Financial Aid Office

The Financial Aid Office is designed to assist students without sufficient monetary resources to locate funding opportunities. Perhaps the most important step in this process is the application packet. For continuing students, packaging of application documents is done at the end of each semester; new students are encouraged and advised to begin the application process early but not later than during pre-registration, since paperwork takes 4 to 6 weeks to return. The financial aid packaging of a student includes all of the following:

1. Pell application (formerly BEOG). After a response to this application is received on the student and report, (SAR) it must be handed into the Financial Aid Office.

2. Institutional Data Sheet covering student's background information.

3. Statement of Educational Purpose Sheet. This is the student's declaration that all monies received will be used for educational purposes.

4. Income verification (usually Form 1040 from the IRS).

5. Financial Aid Transcript (FATS). Used for transfer students who attended and received financial aid at another institution.

6. A budget for the Bureau of Indian Affairs in cases where the student wishes to apply for subsistence monies. This opportunity only exists for enrolled Tribal members who carry at least 12 credit hours a semester.

7. ACT or Financial Statement Form. This form determines a student's financial need for a semester or year while enrolled at OSCC.

The amount of the grant depends on how many hours the student is taking and the previous year's income as documented on the 1040.

Close coordination between the Registrar's Office and the Financial Aid Office takes place at this point since the institution is liable for any overpayment to the student. Amounts in excess of tuition, fees and books are disbursed to students during the first few weeks of the semester through district center staff. The student, at this point, signs a financial aid acceptance letter as documentation.

BIA subsistence checks are received and disbursed on a monthly basis.

The Financial Aid Office issues 3 progress reports a year for the Pell Grants. A yearly report is issued on all other campus-based aid programs. In order to continue receiving funding, a student must meet the College's standards for satisfactory progress. Not meeting these standards may mean probation or suspension.

The following Financial Aid Programs are available to students at OSCC:

1. Pell
2. BIA—Subsistence money
3. Supplemental Education Opportunity Grants (SEOG)
4. College Work Study
5. Crazy Horse Book Scholarships
6. Richtmeyer Scholarships
7. State Incentive Grants
8. IHS Nursing Grants

Strengths

The staff is well trained and stable and familiar with program procedures and regulations. The Financial Aid process is well established and the College is in compliance with Federal guidelines.

Concerns

The Financial Aid Office needs space for storage of student records and for counseling of students. At least one more staff person and secretarial help is also needed. Another concern is the number of students who habitually enroll and then never show up for class.

Plans

A revised Financial Aid Handbook will be made available to all actual and potential students. After the Student Information System has been set up in the Registrar's Office, a computerized Financial Aid Management System will be set up in the Financial Aid Office.



Students (Their Needs and Life)

Over the past three academic years (1979-80, 1980-81 and 1981-82) student enrollment has varied between 474 and 669 students per semester, with an average of 580 students per semester. Many of the students are enrolled on a part-time basis; the average FTE (full time equivalent) over the past 3 years is 369. The vast majority of students attending OSCC are Oglala Sioux or Indians from other tribes. A small but increasing number of non-Indians attend from communities close to the Reservation. At present, approximately 10% of the student body is non-Indian. A percentage of 35% male students makes the female/male ratio almost 2 to 1. The average age of students is 30, which shows OSCC mainly serves those individuals who have been out of school for a number of years.

Because students at OSCC are older, the majority have family responsibilities and special needs arise in this connection. Special needs are also caused by the dismal economic situation indicated by an unemployment rate estimated at 75%. Most students do not have adequate means of financial support and must rely on financial aid to make it through school. Many also do not have adequate or reliable means of transportation. The delivery system of OSCC has taken this into account with the decentralization of all classes except Chemistry and Biology labs and Nursing, classes where equipment requirements make centralization necessary. Related to the prevailing economic conditions and family responsibilities are the students' babysitting needs, needs multiplied by the high proportion of female students. Approximately half of the students have entered college on the basis of a GED certificate, and even those students who completed a 4-year high school program are often not academically prepared to successfully complete a college degree program. Most students need a great deal of one-to-one support provided by the staff of district centers, instructors and others to make it through college and graduate.

Because of the decentralized campus situation at OSCC and students' home responsibilities, collective student life is not highly developed or visible. A number of activities under College auspices are available to interested students, such as athletics and arts. These have primarily been fostered at the district center level. A Recreation Department has recently been formed to set up College-wide programs such as men's basketball, women's volleyball and other sports or activities.

Recruitment and Retention

OSCC participates in the career days of the five reservation high schools to encourage young people to enroll. The individual college district centers engage in various public relations efforts by participating and assisting in community activities; by organizing workshops, film shows, special interest events, and by distributing public notices about educational services being offered. A major source of recruitment is the GED program administered by the College. As students complete their GED, they are counseled and many decide to take College classes. The BIA Higher Education Office assists in student recruitment. The student retention rate over the past year has been around 50% as measured by course completions. No systematic study has been undertaken to investigate the various factors associated with course dropouts, but the level of academic preparation, the need for improved counseling and the lack of stability in the students' home and social environment are relevant. Student retention has been identified as a number one priority from input given during the Annual Retreat, faculty orientation and Board Self-Study workshop.

Student Organization and Government

The students of each district center are organized into a student organization with officers and by-laws. Operational funds are made available to student organizations by the College. Students are represented on the staff senate (Piya Wiconi Okolakiciye).

During the past year a student activity fee was collected which is used for overall services provided to the students and for activities specific to each district student population. Student organizations in each district are informed on the proportion of the activity fees which is channeled back to their district center. There is a proposed student activity fee distribution plan currently being circulated for comment.

Counseling, Advising and Tutoring

Because of the special needs of OSCC students, the College maintains an extensive counseling and tutoring program; student advising is done by all of the district staff and instructional staff. Instructors are assigned advising duties on a district basis.

Counseling services are available to all students on enrollment procedures, financial aid application, academic programs and personal problems. In 1980, the College added the Special Services program, which concentrates on providing career counseling and tutorial services to eligible

During the 1982 OSCC graduation Congressman Tom Daschle congratulates Rhonda Two Eagle, the college's first Bachelor of Science graduate.



enrolled students. It also provides opportunities to students for general college orientation, instruction in self-development, and participation in field trips.

Placement of Graduates

1974 was the first year OSCC graduated students with Associate of Arts degrees. Following is a table summarizing data on OSCC graduates:

OSCC Graduate Placement SUBSEQUENT EDUCATION

Year	Grad- uates	With Bachelors	With Masters	In School	On Res.	Present Employment Status		
						Off Res.	Unempl.	Unknown
1974	7	3	2	0	6	0	1	0
1975	8	3	0	0	5	0	2	1
1976	19	9	1	0	18	0	0	0
1977	19	4	0	1	15	4	0	0
1978*	24	5	1	3	13	6	0	1
1979	36	3	0	3	25	6	2	2
1980	17	0	0	0	13	4	0	0
1981	33	0	0	7	21	3	0	0
1982	28	0	0	3	18	3	3	1
TOT.	191	30	4	17	134	26	8	4

*Number includes four honorary degrees to students who completed coursework at OSCC then went into Teacher Corps program without getting an A.A.

Also includes one deceased student.

Summary:

Total # of Grads. = 191

Total # employed = 160 = 84%

As Table IX shows, most OSCC graduates remain on the Reservation and do not immediately enter another educational program. Over 70% of graduates are employed on the Reservation; subtracting transfer students currently working on advanced degrees, there are actually only 19 of 191 graduates employed off the reservation. Overall, the follow-up data on OSCC graduates show that 1) a 2-year degree from OSCC vastly improves an individual's chance of employment; 2) most graduates prefer to remain on the reservation and do in fact work there; 3) an appreciable number of graduates go on to 4-year and Master's degree programs, another 14 graduates are currently in off-reservation programs of higher education.

It can be surmised that few of the OSCC graduates could have availed themselves of any other educational opportunities in the absence of Oglala Sioux Community College.

Strengths

Students at OSCC are generally more mature, serious and career oriented. Because

Indian students do not wish to move away from the reservation, their skills benefit their home communities. OSCC participates in most federal financial aid programs to assist students in obtaining economic resources. The College maintains a strong participatory management style which includes student representation.

Concerns

Ways need to be found to improve student retention and thus increase the number of graduates. Student involvement in college-wide concerns and activities needs to be increased.

Plans for 1982-83

Beginning in Fall 1982, each student has been assigned an academic advisor in addition to regular counseling and tutoring services provided by the staff from College district centers. Further work is in progress to standardize the by-laws of all district student organizations. A student senate will be formed made up of representatives of each district student organization.

The Department of Community/Continuing Education consists of the following subdivisions: The General Education Development (GED) program; the Basic Skills Program; Developmental Education. It serves an important function in relation to the philosophy and goals of OSCC and therefore for tribal self-determination. The goals of the department are to improve academic skills of community members, prepare individuals for the GED (High School Equivalency Diploma) and function as a testing site, to provide workshops on a wide variety of life coping skills as well as on Lakota culture. It also serves as a focal point in Community Education and for special events such as a yearly cultural festival (Wazi Paha Oyate Festival) and a film festival. Finally, the Department of Community/Continuing Education supervises in the technical sense, developmental and remedial tutoring to enrolled college students and administers an assessment of cognitive styles designed to help students in the learning process.

The GED program has Tutors in all nine district centers, and the Tutors assist GED students in preparing for the five tests (Writing, Social Studies, Science, Reading, and Mathematics) comprising the prerequisites for the General Education Development certificate.

Table XII shows the yearly number of GED graduates since 1973, the year when Oglala Sioux Community College became the official GED testing center on the Pine Ridge Reservation.

GED Graduates & Average Standard Score (A.S.S.)

	<i>GED Graduates</i>	<i>A.S.S.</i>
June 1973	31	42.5
June 1974	62	42.2
June 1975	60	43.1
June 1976	75	43.2
June 1977	86	42.8
June 1978	92	44.3
June 1979	155	45.2
June 1980	103	46.5
June 1981	150	46.4
June 1982	120	46.4

TOTAL 934



Over the past four years, the department has produced more GED graduates per academic year than the five reservation high schools combined have produced regular high school diploma graduates.

Over 50% of GED graduates have gone on to college work and the educational level of local people is steadily improving. In preparing for the GED a person goes to the nearest district and takes a placement assessment (Wide Range Achievement Test). The use of instructional materials may be based on the student's "Cognitive Map." Actual GED tests are administered by College staff, who are State of South Dakota approved testers, when tutor and student determine readiness.

Testing dates are determined in each of the nine district centers on a need basis. Every Friday testing takes place at the Piya Wiconi building.

Another focus of the Community and Continuing Education Department is on improving basic skills of the reservation population, that is mathematics, reading and writing skills from K to 8 levels. However, most individuals who are interested in improving their basic skills, do work toward obtaining the GED.

Apart from tutoring non-college students, the district Tutors also assist enrolled college students with academic and other problems. An enrolled college student may wish to improve a particular skill, such as reading or vocabulary, or may want help with a particular task, such as writing a term paper. In these cases, the student works with the Tutors on the particular area. In this process Tutors also counsel students on career choices, study habits, and personal problems. Records are kept by the Tutor of all work done with a student.

All Tutors have been trained in administering a "cognitive mapping instrument" and this may be used to decide appropriate teaching methods and instructional materials.

Areas of Concern

Supervision of district staff is difficult in a decentralized situation and therefore follow-up on record keeping and activities at the local level does not take place consistently. It is also felt that more effective recruitment of community members is needed.

Areas of Strength

All Tutors are from the communities they serve and most of them are bilingual. They are intimately familiar with their service area, understand the problems and are trusted by their clientele. Training programs are held throughout the year to improve their effectiveness.

Plans

The Department will assist in the implementing of a stronger Developmental Ed. program being developed by the Instructional Division by having Counselors and Tutors take a more active role in Developmental Ed. instruction of College students.

After the implementation of a computerized Student Information System there will be computerization of local District record-keeping.

The name change of the Department to Community/Continuing Education symbolizes the intention to move into community education and Tribal development. This will be discussed in the following coverage of district centers.

District Centers

The latest census shows 13,390 Indian people residing on the Pine Ridge Reservation. This population lives dispersed over a 50 by 100 mile area.

The largest population concentration occurs in the agency town (also a district) of Pine Ridge with 3,402 inhabitants. The remaining 10,528 individuals live scattered throughout the other eight political districts. OSCC maintains a district center in each of the nine political districts (including Pine Ridge).

Each of the nine district centers is staffed by a Center Director, Counselor and Tutor.

The district center is supervised by the Center Director who is directly accountable to the Executive Vice President. The Assistant Vice-Presidents for Student Development and Community Services have been delegated everyday supervision of Center Directors. The Director is responsible for all activities (academic and non-academic) which take place at the center including recruitment and assistance of students, course scheduling, managing the center budget, supervising center staff, scheduling of staff and center/community relations.

The Counselor's duties relate directly to recruitment, contact, and advising students, as well as keeping all student records up to date.

The Tutor's duties have been largely described previously. Because of Tutors' individual involvement with students they frequently function as counselors as well. While day to day supervision of Tutors is the responsibility of Center Directors, in technical matters such as content of tutoring sessions, instructional methods and materials and securing resources for workshops, supervision



Anthony J. Fresquez, Executive Vice President for Community Services and Student Development.

occurs through the Community and Continuing Education Coordinator.

Fundamental to many problems on the reservation is the lack of a stable economic base. Because of severe underdevelopment of the economy, dependence on frequently short lived federal programs and other factors, poverty and instability are characteristic of social life. Shortages in employment opportunities go hand in hand with shortages in other areas of life such as housing, services, and educational opportunities.

As the tribe assumes more and more responsibility in managing and deciding its affairs so increases the need for people with relevant knowledge and skill. OSCC serves one side of this equation by providing the reservation Indian population with opportunities for life-long learning in academic as well as non-academic areas. A recently conducted needs assessment indicates that educational achievement remains among the lowest in the country; only about half of the students who should be enrolled in high school actually are, and of these that enter the 9th grade, one in four students drop out before completing. Of the older age groups only an estimated 45% have a high school diploma or GED equivalent. Overall development requires an increasing number of people who have achieved a certain educational level. Addressing this need, OSCC provides instruction in Basic Skills, achieving high school equivalence, remedial and continuing education, life coping skills, as well as academic programs which allow students to continue their education further.

Another area addressed by OSCC is meeting the needs of individual communities which are part of the larger districts.

Each of the political districts is made up of a number of communities which can be considered target groups for needs assessment and development. The following are the sub-communities for each district:

OSCC summer retreat held in Spearfish in 1979 to prepare for accreditation.



1. Eagle Nest: Wanblee Community
East Pass Creek Community
Hisle Community
2. Lacreek: Bear Creek Community
Martin (town)
Lakota Sunrise Community
Tuthill Community
3. Medicine Root: Kyle (Village)
American Horse Creek
Community
Potato Creek Community
Lower Medicine Root
Community
Three Mile Creek Community
No Flesh Creek Community
Little Wound Community
4. Pass Creek: Allen Community
Allen (Village)
East Bear Creek Community
Yellow Bear Community (west)
Corn Creek Community
Badwound Community
5. Porcupine: Rockyford Community
Butte Community
Church Creek Community
Evergreen Community
Brotherhood Community
Obelaye Community
6. Wakpamni: Wolf Creek Community
Wakpamni Lake Community
Red Cloud Community
#4 Community
Calico Community
Slim Buttes Community
7. White Clay: White River Community
Drywood Community
Red Shirt Table Community
Collier Community
Lakeside Community
No Water Community
Oglala Jr. Community
Loneman Community
Little Grass Creek
Turtle Mountain
8. Wounded Knee: Wounded Knee Community
#10 Community
Grass Creek Community
Crazy Horse Community
White Horse Creek Community
#9 Community
White Butte Community
#12 Community
9. Pine Ridge: Village Community



To a large extent, communities are based on extended kinship, the Lakota Tiyošpaye, and are thus the natural units for ascertaining community needs and service delivery. Especially in districts which cover a large area, the individual communities may, in fact, be more real to people for group identification than the arbitrary political district divisions. Individual communities vary greatly with regard to access to resources such as stores, employment opportunities, entertainment and exposure to the dominant culture and proximity to non-Indian people and their communities. It cannot be assumed that all communities or districts have the same needs or goals, although there are certain fundamental problem areas which extend throughout the reservation such as employment and housing.

The staff of the district centers conduct surveys to ascertain topics of interest to individuals residing in their districts. By utilizing College and community resources, workshops are organized as requested. During the academic year 1981-82 a total of 42 workshops were held which 706 people attended (an average of 16 per workshop). The following Table shows a listing of the workshops by subject area.

Community/Continuing Ed. Workshops				# of
	July 1, 1981 - June 30, 1982			Partici-
Title	Location	Date		pants
JOB SKILLS (2 workshops, 31 total)				
1. Proposal Writing	Allen C.C.			17
2. Proposal Writing	Porcupine C.C.			14
LAKOTA ART AND CULTURE (12 workshops, 304 total)				
3. Movies on Lakota Culture	Wakpamni Headstart	7/7/81		60
4. Ojos de Dios	Oglala C.C.	9/23/81		21
5. Movies	Wakpamni Headstart	10/4/81		55
6. Movies	Batesland School Gym	10/5/81		70
7. Ikcewicasa	Oglala C.C.	3/5/82		10
8. God's Eye	Batesland C.C.	3/17 & 18/82		8
9. Lakota Culture/Telling	Wakpamni Dist. Bldg.	4/22/81		80
10. God's Eye	Martin C.C.	5/4 & 5/82		8
11. How To Set Up A Tipi	Oglala C.C.	5/28/82		10

12. God's Eye	Martin C.C.	6/2 & 3/82	12
13. Ribbon Shirt Making	Shannon County	6/9 & 10/82	11
14. How To Set Up A Tipi	Oglala C.C.	6/23/82	7

HEALTH (6 workshops, 94 total)

15. Drugs-Prescription	Allen C.C.	8/12/81	7
16. Drugs-Huffing	Martin CAP Office	12/15/81	18
17. Drugs-Huffing	Martin CAP Office	12/22/81	26
18. Drugs-Huffing	Martin CAP Office	12/29/81	21
19. Cardiopulmonary Res.	Pine Ridge C.C.	3/22&23/82	7
20. Prenatal Care	Porcupine C.C.	11/30/81	15

LAW AND GOVERNMENT (6 workshops, 92 total)

21. Income Tax	Batesland C.C.	2/9/82	9
22. Income Tax	Porcupine C.C.	2/10&17/82	20
23. Income Tax	Pine Ridge C.C.	2/23/82	13
24. Income Tax	Martin C.C.	2/25/82	13
25. Income Tax	Manderson C.C.	3/4/82	5
26. Land Workshop	Martin CAP Office	3/23/82	32

Workshops 21-26 were conducted in conjunction with the Dakota Plains Legal Service

CONSUMER ECONOMICS (16 workshops, 185 total)

27. Home Maintenance	Allen C.C./Headstart	7/15/81	7
28. Craft	Lacreek C.C.	7/16/81	6
29. Home Repair	Allen C.C./Headstart	8/11/81	7
30. How to Apply for Credit	Allen C.C.	8/11/81	7
31. Craft	Lacreek C.C.	8/11/81	12
32. Craft	Wakpamni C.C.	8/12/81	6
33. Cake Decorating	Oglala C.C.	9/23/81	21
34. Wall Hangings	Lacreek C.C.	10/22/81	15
35. Christmas Toys	Manderson C.C.	11/5/81	18
36. Cake Decorating	Batesland School	11/16,17&18/81	19
37. Christmas Decorations	Oglala C.C.	12/11/81	10
38. Christmas Decorations	Batesland C.C.	12/15/81	9
39. Craft	Batesland C.C.	4/14/82	8
40. Quilting	Lacreek C.C.	4/20/82	14
41. Flower Making	Wakpamni Headstart	5/12&19/82	16
42. Flower Making	Pine Ridge CAP Off.	5/24/82	17



Oglala Sioux Community College
presents



FILM FESTIVAL 11



Media Images and The Native American

Circle shown within the
New Judge Reservation

Jerry Matthews, Chief Judge of the Oglala Sioux Tribe, makes a presentation on law and order during a workshop sponsored by the Adult Education Department.

The Community Education Coordinator also assists communities in organizing and addressing specific needs by ensuring liaison between affected agencies and personnel, providing technical knowledge and locating resources for community projects. Future plans in this area include locating funding sources for community projects, assistance in establishing local advisory councils and providing a forum for discussion of needs. Two projects already operating in this area include "Conflict Resolution in Communities Without Court and Legal Involvement" and the Lacreek Electric Coop project which is providing liaison between Lakota people and the local electric company.

Concerns

Documentation of activities requires more follow-up. Staff turnover among Tutors needs to be reduced. District staff need to improve the dissemination of center information throughout the communities.

Strengths

Knowledge and familiarity of district staff with the community and students. Decentralized programs based on community needs.

Plans

As mentioned earlier, the Department will move more directly into community and Tribal development. One of the major goals of the College is Tribal economic development and the College is currently seeking resources to set up two demonstration businesses.



The College began in 1970 in response to the training needs of Tribal programs and personnel. The College began without a building, with volunteer instructors and borrowed supplies. Funding came through training contracts with Oglala Sioux Tribal Education programs such as Public Service Careers, New Careers, Head Start and Title I. As the institution grew, funding from various sources was sought, administrators and instructors were hired, buildings were secured, and the College became an actual functioning organization.

The College was funded beginning in 1974-75 by the Bureau of Indian Affairs (about \$200,000) and by Title III of the Higher Education Act (\$250,000). These two sources contributed the core of funding for OSCC. A number of competitive, categorical grants (National Science Foundation, Title IV Indian Education Act, National Institute for Mental Health, etc.) supplied funding for specific programs.

The reservation economy as a whole is depressed and based mainly on Federal programs. There is little or no private industry to help subsidize College education or help building an endowment. According to a 1981 BIA report, the unemployment rate is approximately 75%, so that potential students have few personal resources. Even the students who are employed are married with children so they have little excess money for college.

Another aspect of the funding of OSCC is the unique relationship of the Federal Government to the Oglala Sioux Tribe. The Treaty of 1868 guarantees that the U.S. Government will provide for the education of Oglala Sioux people. Indeed, the Government, through the Bureau of Indian Affairs, operates elementary and secondary schools on the reservation. Many Indian people feel that the provision of education is a government responsibility and this creates problems in dealing with tuition collection.

In 1978 Congress passed the Tribally Controlled Community College Act (P.L. 95-471) which promised continued funding for College operation based on formula funding per Indian FTE student. The amount of funding per FTE was authorized up to \$4,000. Over the past three years the funding as averaged:

FY80 \$2900 per FTE
FY 81 \$2800 per FTE
FY82 \$2825 per FTE



The major impact of the bill was that it provided a stable and substantial, though not totally adequate, funding base for College operation. P.L. 95-471 is currently in the process of being reauthorized so that this funding base will continue.

A second area of basic funding is from regular Bureau of Indian Affairs programs. BIA programs follow a funding process called Tribal band analysis. The process supposedly gives the Tribe the opportunity to set priorities and funding levels for BIA money budgeted for the Pine Ridge Reservation. Over the past 7 years, OSCC has been on the band for the three following programs:

- CORE (Higher Education) provides basic support funding similar to 471, but not on a formula basis.
- Adult Basic Education provides funds for adult ed, GED classes and continuing education courses.
- Agriculture Extension provides funds for Applied Science Department courses in the area of agriculture.

Another source of basic funding is Title III of the Higher Education Act (Basic Institutional Development) which has provided approximately \$200,000 to \$250,000 over the past 9 years for improvement of the College. The College was recently awarded a five year grant for about \$400,000 a year under the Strengthening Program of the revised Title III (Institutional Aid Programs).

The fourth source of funds is categorical grants such as Title IV of the Indian Education Act, Title VII Bilingual Education, and other competitive grants under the Department of Education. OSCC also receives some small grants from the state of S.D.

A chart showing combined sources of revenue for FY82 and projected for FY83 follows:



WAZI PAHA OYATE FESTIVAL

A celebration of traditional
Lakota lifeways.

September 18-19, 1982
Three Mile Creek, South Dakota

Categorical Source of Revenue in Budget (FY82 and FY83)

	FY82	%	FY83	%
P.L. 95-471	1,064,300	51.4	953,750	42.5
BIA Contracts	288,652	13.9	396,853	17.7
Title III	200,000	9.7	371,283	16.5
Other Grants & Contracts	495,446	23.8	497,623	22.2
Tuition	6,000	.3	6,000	.3
Endowment	19,550	.9	20,125	.9
	2,073,948		2,245,634	

(See Table XVI for a detailed breakdown for FY82)

The revenue from tuition, which is \$20 a credit hour, has averaged \$115,000 over the past three years, but because of uncertainty of collection the College is unable to budget it. The only tuition money budgeted (\$6000) is for payment to Black Hills State College of \$1 a credit for processing. Most of our students who take over 6 credit hours are eligible for BEOG, SEOG, or VA which take care of their tuition. The students who take under 6 hours are not eligible for this assistance. When the college first began, BIA Scholarship money took care of tuition for Indian students, but this has not happened for the past few years.

Uncollected tuition was a concern of the NCA Visitation team in 1980 and the College has been working on a system to remedy this problem. A first step taken was to bill all OSCC employees with outstanding tuition bills.

A Task Force of the Piya Wiconi Okolakiciye and the Assistant Vice President for Student Development are working on this problem. Some possibilities being considered are:

1. having an agreement whereby balance owed can be deducted from BEOG.
2. working out payroll deductions with the Tribe.
3. setting up an agreement with the Tribe on the BIA Higher Education money to take care of students taking under 5 hours.
4. developing scholarship funds from private donations.
5. putting students on probation who owe tuition bills.

The endowment of OSCC is approximately \$220,000 from the Olive C. Wilms Foundation and the Richtmeyer Foundation. The endowment currently generates about \$22,000 a year of which \$20,000 goes to fund the Financial Aids Office and \$2,000 goes into the general fund. Plans are being developed to increase the endowment through formation of an Education Foundation to solicit

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Dance to the White River
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ENDOWMENT
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* Woonpe Woonon
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Eoonkumpi

for more information contact the OGC
bank in the endowment cabinet box
Tickets are on sale and the 1982 Cherry
Let pickup to an display

funds from outside sources and set up a full scale development campaign.

The College tried its first major private fund raising project this past year. A Woonpe on Wannayanpi (Fund Raising for Education) Raffle was worked on from December to April. About \$10,000 was spent for prizes and promotions. The College netted \$1,400 for scholarships and activities. A great deal was learned from this raffle and it is felt this event can produce \$10,000 to \$20,000 in the future.

Expenses

The College has five major divisions by which it breaks down its budget:

1. President's Office (including Plant Management)
2. Community Services and Student Development

(includes Registrar, Financial Aids and Counseling)

3. Fiscal Office
4. Institutional Development Office
5. Instructional Division

These divisions are further broken down as shown in Table XVII. For example, Community Services and Student Development is broken down into Executive Vice President, Community and Continuing Education, each of the nine District Centers and Student Services. It is hard to break the budget down by traditional College categories because of the district centers and the large community and continuing education program. However, the percentages for FY82 by Division are:

TABLE XV

1. President's Office	11.5%
2. Community Services & Student Student Development	41 %
3. Fiscal Office	9 %
4. Institutional Development	4 %
5. Instructional	34.5%
	100 %

This calculates roughly to 24.5% for Administration and 76.5% for Instruction and Student Development.

Financial Management and Budgeting

With the receipt of P.L. 95-471 money in FY80, the College budget increased from about 1 million dollars a year to 2 million dollars a year. This added a large volume of work to the Fiscal Office for which the College is developing computerized systems.

One of the concerns of the NCA visitation team in 1980 was the lack of annual audits. The College has now gone to an annual auditing system. As of the March 1983 visit there will be complete audits for FY80, FY81 and FY82 available for review.

Since the College is funded primarily by Federal agencies, it must follow the applicable Federal fiscal management regulations including EDGAR (Education Division General Administrative Regulations—4/3/80). The Bureau of Indian Affairs also requires that the College accounting system be certified by a Certified Public Accountant to meet all applicable Federal standards. Aside from meeting Federal guidelines, the fiscal management philosophy of the College is to foster accountability. The mission of the College is so broad that any amount of money it receives must be budgeted as wisely as possible to achieve as much of the mission as feasible.

One of the concerns the College has with fiscal management is the budgeting process. Because of uncertainty of funding, the categorical nature of some funding and lack of an organized budgeting process, the budget is usually developed late and does not allow for adequate program planning. The budget process followed at present is the following:

- | | |
|-----------|---|
| August | Program/Center/Department budgets are developed by Program Directors, Center Directors, Department Chairs |
| August | Division Budgets are developed by Division Heads |
| September | Institutional Budget is developed by the President's Council |
| September | Budget approved by OSCC Board of Trustees |

The OSCC fiscal year begins on October 1st so the Board technically must approve a budget by September 30. Because of funding changes there are usually at least two budget revisions during the year. The final FY82 budget was passed in April, 1982. The changes are usually minor, however, so the Institutional Budget usually remains basically the same.

*Elgin Badwound, President
Oglala Sioux Community College*





Plans

Goal 8 of the OSCC Long Range Plan is "To have a budgeting and financial resource system which can sustain and expand OSCC operations."

The objectives under this goal related to fiscal management are to have:

- a computerized payroll system by 1983 (already operating)
- a computerized inventory system by 1984
- a computerized purchasing and payable system by 1985
- a computerized ledger and journal system by 1987
- computer-generated monthly grant/contract reports by 1987
- computer-generated monthly division reports by 1988

The objectives under this goal related to fiscal resources are:

- P.L. 95-471 will be reauthorized at the \$4,000 per FTE level by 1984
- Eighty percent of annual tuition and fees will be collected by 1987
- Planning and budgeting processes will be interfaced by 1985
- OSCC endowment will be at 5 million by 1989
- OSCC will generate \$250,000 a year in grants and contracts from 1983-1989

The timetable on these objectives is for completed and fully operational systems. Some of the systems are already in process. For example, the payroll has been on an Apple III computer since May, 1982.

A 6 year Financial Plan will be complete in February, 1983. It will analyze past years' funding and project budget needs for the future. This is the first step in setting up a budget/planning process.

The College has worked on a number of priority systems in the past so that it could put resources where they were needed in the event of a budget pinch. With P.L. 95-471 OSCC definitely has the resources to accomplish the basic part of its mission (to provide post-secondary education on the Pine Ridge Reservation) and to continue offering the basic programs it now offers.

**Oglala Sioux Community College
FY 82 Approved 4/21/82**

Total Institutional Budget by Funds Source

Contract/Grant	Dates	Per Cent of		Recoverable Indirect Costs	Total
		Direct Amount	Indirect Costs		
<i>Title III</i>	10/01/81 to 09/30/82	200,000	-0-	-0-	200,000
Teacher Training (T IV B)	07/01/81 to 06/30/82	150,765	8	12,061	162,826
State ABE	07/01/82 to 06/30/82	12,960			12,960
Title II	10/01/81 to 09/30/82	1,200	-0-	-0-	1,200
Basic Skills	09/01/80 to 08/31/82	116,469	8	2,318	125,787
Special Services	09/01/81 to 08/31/82	64,003	8	5,121	69,124
Bilingual Ed. (T VII)	09/01/81 to 08/31/82	111,200	8	8,896	120,096
Wilms	10/01/81 to 09/30/82	19,550			19,550
BIA/Ag. Ext.	10/01/81 to 09/30/82	34,500	11.5	3,968	38,468
CORE	10/01/81 to 09/30/82	133,000	11.5	15,295	149,295
P.L. 95-471 (80-81)	10/01/81 to 09/30/82	936,300	-0-	-0-	936,300
P.L. 95-471 (80-81)	10/01/81 to 09/30/82	128,000	-0-	-0-	128,000
BIA/ABE	10/01/81 to 09/30/82	91,380	11.5	10,509	101,889
Tuition*	10/01/81 to 09/30/82	6,000	-0-	-0-	6,000
BEOG/CWS/SEOG Adm.	10/01/81 to 09/30/82	3,453	-0-	-0-	3,453
		2,008,780		65,168	2,073,948

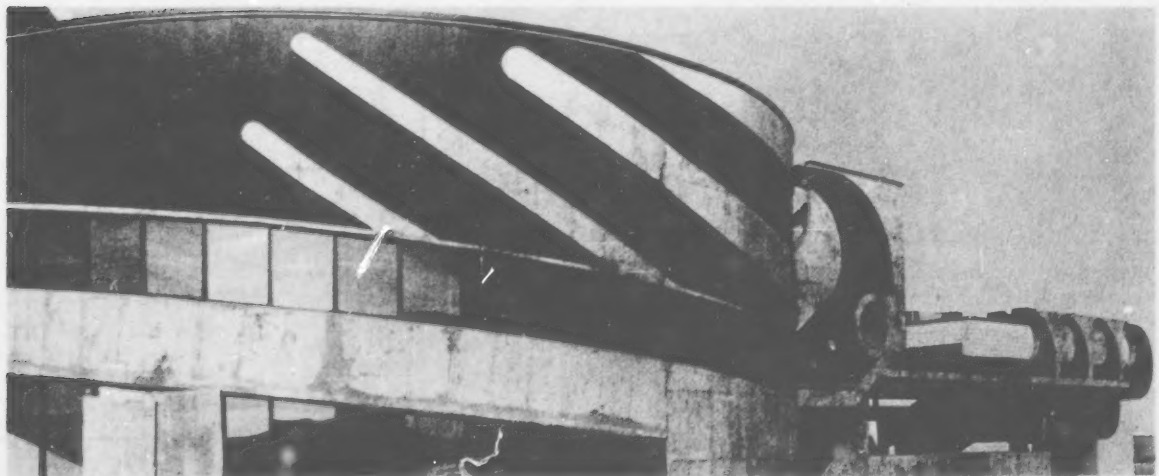
Tuition - \$6,000 Student Fees BHSC



Dr. Patsy Thrash, North Central Association, meets with board members, administration, staff, and students of Sinte Gleska College and OSCC in preparation for accreditation site visit.

Oglala Sioux Community College
Fiscal Year '82
 Budgeted by Program Area

<i>Page</i>	<i>Program Code</i>	<i>Program Area</i>	<i>Amount</i>
3	1.	President's Office	101,259
5	1.1	Plant Management	137,712
6	1.21	Vice President for Community Services	125,368
7	1.22	Adult Education	231,150
11	1.23	Allen College Center	21,615
12	1.24	Batesland College Center	30,194
13	1.25	Kyle College Center	25,040
14	1.26	Manderson College Center	25,659
15	1.27	Martin College Center	28,064
16	1.28	Oglala College Center	26,935
17	1.29	Pine Ridge College Center	29,784
18	1.210	Porcupine College Center	27,096
19	1.211	Wanblee College Center	23,147
20	1.212	Student Services	255,359
22	1.3	Fiscal Office	188,817
23	1.4	Institutional Development	80,275
24	1.51	Instructional Vice President	83,249
25	1.52	Applied Science	88,191
26	1.53	Education	175,862
27	1.54	General Studies/Human Services	173,466
28	1.55	Lakota Studies	40,783
29	1.56	Nursing	71,671
30	1.57	Learning Resource Center	81,252
		TOTAL	\$2,073,948



The Oglala Sioux Community College operates as a dispersed learning center model which was discussed in Chapter V on "Student Development and Community Services." Since the Status Study in 1978 OSCC has moved its central administration, Occupational Programs and Learning Resources Center to Piya Wiconi about seven miles from the town of Kyle. The College still maintains district centers in each of the Reservation's nine districts.

This section will give a basic description of all the facilities of the College. A subcommittee of the Institutional Development Committee composed of four district center staff did a survey of the current facilities' strengths and concerns and did a projected plan for facilities in the future. The results of the survey are presented here.

The following is a list of the present OSCC facilities:

Site

Piya Wiconi
(Kyle)

Building Description

1. Administration Building
Approximately 50,000 sq. ft. circular building built in 1980 with Local Public Works money. All administrative offices, a cafeteria, large conference room, TV studio, darkroom, and science lab. OSCC has a 25 year lease with the Oglala Sioux Tribe.

2. Applied Science Building
Approximately 120' x 70' metal building housing the Applied Science department, 2 classrooms, the Learning Resource Center and the Bookstore. The building was completed in June 1982 by OSCC trainees.

1. *District*

A log cabin type structure (100' x 30') with four offices, a student lounge and two classrooms.

2. *Pine Ridge Classroom Building*

A former LRC. A 110' x 28' modular unit containing small office, study room and a large classroom area.

3. *Nursing Department*

120' x 28' frame building built by Indian Action Team with 6 offices, 2 classrooms, A/V room, lounge, secretary/reception area, 2 bathrooms and storage room.

Pine Ridge



Tom Short Bull reviews plans for new college central office with the accreditation committee in the fall of 1978.



Oglala
(White Clay)

1. *District Center*
One modular classroom/office unit 28' x 64' containing two classrooms (movable walls make four small classrooms), three offices, restrooms and a storage room.

Kyle
(Pejuta Haka)

1. *District Center*
One modular classroom/office unit 28' x 64' containing two classrooms, three offices, restrooms and a storage room.

Wanblee
(Eagle Nest)

1. *District Center*
One modular classroom/office unit 28' x 64' containing two classrooms, three offices, restrooms and a storage room.

Manderson
(Wounded Knee)

1. *District Center*
One modular classroom/office unit 28' x 64' containing two classrooms, three offices, restrooms and a storage room.

Martin
(Lacreek)

1. *District Center*
One modular classroom/office unit 24' x 40' containing two classrooms, two offices and restroom.

Porcupine
(Pahin Sinte)

2. 1 Adult Ed. Trailer (10' x 32').
1. *District Center*
One modular classroom/office unit 24' x 40' containing two classrooms, two offices and two restrooms.

2. *District Center*
1½ story building 50' x 28', three offices, two classrooms, and restroom.

Allen
(Pass Creek)

1. *District Center*
Former Community Building, constructed in 1965 of wood and stone, approximately 40' x 75'. Contains three offices, lavatories, a kitchen and a large space big enough for two classrooms.

Fifty of the staff are housed in the two buildings at Piya Wiconi. The administration building has offices for Instructional departments, administrators, the business office, the registrar, financial aids, continuing education and plant management.

The Applied Science building at Piya Wiconi houses the Learning Resources Center, the Applied Science Department and the bookstore which have a total staff of ten people.

The Nursing Department is located in Pine Ridge to be close to the Public Health Service Hospital. It is comprised of four staff members.

The other 28 people on staff are spread over the reservation at the nine district centers. The usual staffing at each Center includes a Center Director, Tutor, and Counselor (Pine Ridge has two Counselors). The district centers are where the majority of classes are held and where continuing and community education work is done. The operation of the Centers was discussed in more detail in Chapter V.

The surveys done at the nine district centers came up with the following strengths, concerns, and plans:

Strengths

- easy access for students to classes by having dispersed centers
- most facilities are adequate for their district
- good locations in the Districts.

Concerns:

- no scheduled maintenance and replacement plans.
- no floor plans (space utilization)
- lack of updated equipment inventories
- need for equipment maintenance schedule
- limited parking areas
- high heating bills because of inadequate insulation
- not meeting handicapped requirements
- lack of space for study and day care

Plans

- prepare a basic repair plan for each Center (including plumbing, wiring, heating and cooling, roofing, carpeting, etc.)
- develop an insulation upgrade plan for all centers
- write up parking area development and landscape plans for each center
- write up floor plans for each center
- develop a preventive maintenance checklist/schedule applicable to all Centers
- do a fire safety update plan for each center
- write a center replacement plan so replacement is spread over a number of years.



In terms of the Piya Wiconi complex at Three Mile Creek (about 7 miles from Kyle), both the main Piya Wiconi Building and the Applied Science building are new so that they meet the needs adequately. The plans for a central campus with dormitories mentioned in the Status Study have not been implemented since the College has decided to continue with a dispersed learning center model.

Over the past year the College just completed setting up its TV studio for full video taping, recording and editing capabilities to allow for production of instructional tapes. The equipment is also movable for use on location. The Learning Resource Center was moved to the Applied Science building at Piya Wiconi in July 1982. The move was made to give instructors better access to the library, to centralize the LRC for student access and to allow for better servicing district center library needs since staff come to Piya Wiconi on a regular basis.

Plans for construction in the future include a cultural/recreational center including space for a museum, Tribal Archives and ceremonial grounds.



Representatives from Black Hills State College, South Dakota State University, and University of South Dakota receive a pipe from OSCC during the college's graduation ceremony.

The faculty consists of department chairpersons and instructors assigned to the Instructional Division. OSCC has neither rank nor tenure. During its early years OSCC depended upon volunteer instructors and gradually moved to hiring department heads under specific grants and thence to the current organization along traditional community college lines. Most of the changes occurred during the period 1976-1980 and the College has made significant strides toward establishing the faculty as the key personnel of the College and in eliminating anomalies caused by the evolution of the College.

Three key changes in the status of the faculty illustrate the direction toward common faculty practices. The Piya Wiconi Okolakiciye, established in 1980, provides faculty involvement in policy and procedures generation. Faculty contracts were changed in 1982 to provide differentiation on the basis of experience and to provide salaries competitive with other colleges. Although the current situation is not perfect, it does permit OSCC to compete for experienced faculty and to assure continued improvement in the continuity of instruction.

The chart below illustrates the salient characteristics of the faculty.

OSCC Faculty Profile (N= 25)

Degrees Attained:

Doctorate	- 7 (28%)
Masters	- 11 (44%)
Bachelors	- 5 (20%)
Master Carpenter	- 1 (4%)
R.N. Diploma	- 1 (4%)

(Note: three of the bachelors degree faculty are Nursing instructors, one is in Business Education and one in Agriculture.)

Higher Education Teaching Experience:

Doctorates	10.4 years average (Range 3-30 years)
Masters	5 years average (Range 2-10 years)
Bachelors	2.5 years average (Range 1-4 years)
Master Carpenter	2 years
R.N. Diploma	4 years
Faculty Average	5.8 years

(Several of the faculty have extensive experience at the secondary or elementary level.)

Sex

Female: 12 Male: 13

Ethnic Group:

Indian:	8 (32%)
Caucasian:	16 (64%)
Black:	1 (04%)



The faculty teach an average of four courses per semester at three different district centers (average class size = 10). In the past this often entailed four separate preparations but has been curtailed by a deliberate attempt to reduce preparations required. Travel is usually extensive, but has been reduced by scheduling adjustments. Faculty members have offices at Piya Wiconi but are only required to be at Piya Wiconi on Fridays. There are no classes on Fridays. In addition to teaching, faculty members serve on at least one committee of the PWO, maintain office hours at the centers where they teach, and advise 25-35 students.

Instructional resources are adequate but could be expanded. Each center is equipped with overhead and film projectors. Films and slide projectors are available from the Learning Resources Center. Student access to supplemental reading and research materials was poor until 1982-1983 when the Learning Resources Center's move to Piya Wiconi permitted an effective delivery and retrieval system for the centers. Some students do use the Learning Resources Center, but it is primarily a distribution center with primary access by the faculty.

Office space is more than adequate at Piya Wiconi but secretarial services remain a problem caused by the distances involved. Copying can be done at the district centers but all secretaries are located at Piya Wiconi.

All faculty members have been able to attend at least one conference annually. Staff Development is encouraged through the availability of staff upgrade funds to assist faculty members in making progress toward advanced degrees or additional skills. During 1982-1983 four of the instructors will be pursuing additional coursework. Staff development activities appear to be adequate but continuing efforts need to be made as the isolation of OSCC from other institutions of higher education and research libraries is a problem.

In the Spring of 1982 the Institutional Development Committee completed a revision of the Instructor salary scale to recruit good faculty members from other colleges, reduce faculty turnover and compete with the government and Tribal agencies for qualified Tribal members to increase the number of Indian faculty. Fringe benefits amount to 15% of salary and include Social Security, \$25,000 life insurance, comprehensive health insurance, disability, workmen's compensation and a tax sheltered annuity. Faculty members accrue sick leave at four hours per pay period but have no

annual leave. Instead, they receive holidays and vacations at Christmas and Spring Break on a standard twenty pay period contract. Overload and summer teaching can add to faculty income. Consulting leave is permitted up to ten days per academic year.

Concerns

The most significant concern is the diversity of preparation required of faculty members at the College. The average faculty member has four to six separate preparations per academic year which is compounded by the fact that these preparations may be in different disciplines. General Studies faculty, in particular, may be teaching an educational methods course, an English skills course and a literature course in the same semester. This has been alleviated by attempting to group each semester's assignment under a common heading, by expanding the number of full-time faculty (17 in 1980-1982; 25 in 1982-1983) and by drawing upon part-time faculty members with specific competencies for the same courses.

Another concern is the large percentage of courses which must be taught by part-time faculty members. During 1981-1982, 36% of all courses offered were taught by part-time faculty which is an acceptable overall percentage. Unfortunately the General Studies and Human Services departments have the vast majority of part-time instructors and education subject methods courses are taught almost entirely by part-time staff. Nursing, on the other hand, had only one part-time faculty member for one course.

The part-time faculty is generally well-versed in specific disciplines but they simply cannot devote the attention to advisement necessary nor do they contribute to departmental and college wide governance activities. OSCC is fortunate to have a nucleus of part-time faculty members who teach nearly every semester. The forty-three part-time faculty for 1981-1982 consisted of two trained in art academies (4%), seven with known expertise in Lakota Studies (16%), sixteen with Bachelor's degrees (37%), sixteen with Master's degrees (37%) and one with the Ph.D. (2%). Mitigation of this unusual situation is provided by the fact that there are few Lakota experts with advanced degrees and that most of the instructors at the B.A. level are teachers at reservation schools which enhances their instructional expertise and knowledge of the field and that they teach skills courses like Physical Education, communications and business and art where experience is as important as graduate school training.



This concern has been addressed in several ways. The Lakota expertise category of part-time staff are receiving workshops from the full-time staff to increase their knowledge of the necessary standards required for college level education. Minimum competencies are described in each course and certain courses have been reserved for full-time faculty. Criteria for the selection of part-time faculty stress the need for master's level preparation. Improvement in scheduling has reduced the need for part-time faculty. Evaluation, orientation, and coordination of part-time faculty has been improved.

The third major concern is faculty stability. OSCC loses a significant number of faculty members each year. In 1979-1980, 14% of the faculty moved; in 1980-1981, 41% of the faculty left and in 1981-1982 12% moved to other positions. This makes it difficult to maintain curriculum, classroom and governance continuity. Although multiple efforts are being made to reduce this turnover rate, OSCC anticipates a 10-15% turnover annually. The majority of the faculty are non-Indians and cannot participate fully in reservation communities or even own land. Most do not intend to remain at OSCC as a career for these reasons. Efforts to recruit Lakota instructors are hampered by the number of Lakota who have advanced degrees and the intense competition for them by other colleges, the Bureau of Indian Affairs and locally-controlled school systems.

The College has made working conditions more favorable for faculty members but turnover will remain a fact. The pattern seems to be that the first two years are the key to retention and plans are in effect to assist new faculty members to make a better adjustment to the culture shock all non-Indian faculty experience.

Evaluation

Full-time faculty members are evaluated on the basis of work schedule/evaluation plans developed in conjunction with their supervisors. Student evaluations, classroom visits and district staff evaluations are utilized for classroom competency assessment. Part-time faculty members are evaluated only on their classroom performance using the same sources as for the full-time faculty. Aside from the classroom visits which are the responsibility of chairpersons, the Vice President for Instructional Programs compiles student and district staff evaluations. These are provided to each chairperson and to the districts where the class occurred.

Evaluation has been inconsistent despite the sound structure adopted by the College. Too often



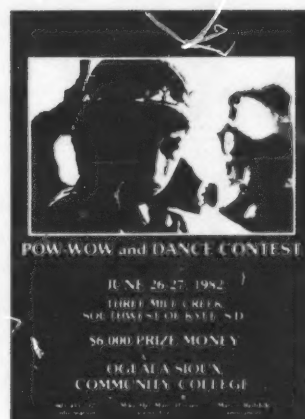
student evaluations do not reflect the majority opinion of the class. Classroom visits are not consistent because of scheduling conflicts with evaluators and the pressure of distance and time. These problems are best dealt with on a continuing basis. A committee of the PWO is studying the problem and will make recommendations during the 1982-1983 term.

Recruitment

Full-time faculty members are recruited by a process designed to assure national response, maximum input from staff at all levels and complete orientation to OSCC and the reservation for candidates. The process begins with the authorization of new positions by the Board of Trustees or by the Vice-President for Instructional Programs for replacement of a departing faculty member. The Vice President coordinates advertisement, appoints a Search Committee and funnels responses to the committee.

The Search Committee screens candidates, selects one to three top candidates and conducts a credentials and references check. The top candidate is invited to OSCC where interviews are conducted by the Committee, potential colleagues, the Vice President for Instructional Programs and, if feasible, members of the Board of Trustees. After the visit, the Chairperson of the Search Committee collects recommendations from all interviewers, and coordinates a recommendation to the Vice President. If the recommendation is negative, the process is repeated; if it is positive the Vice President, authorized by the President, makes a tentative offer to the candidate. If accepted, the Board of Trustees formally approves the offering of a contract.

Recruitment of faculty members has been assisted by the current pay scale and the alterations in the contract terms made in 1980 and 1982. More experienced faculty have been acquired since 1980. These are concerns with the recruitment process. Candidates often do not have time to spend the necessary time for truly understanding the OSCC situation. Distances and scheduling problems make it difficult for candidates to meet with all of those whom they need to see. The recruiting budget first appeared as a line item in 1981-1982 and is limited. Housing for new faculty is scarce which makes it difficult to attract experienced faculty with families. There is less surety of selecting appropriate faculty members than in traditional colleges because the needs of OSCC are unique. Each of these concerns will remain, but the College has attempted to deal with

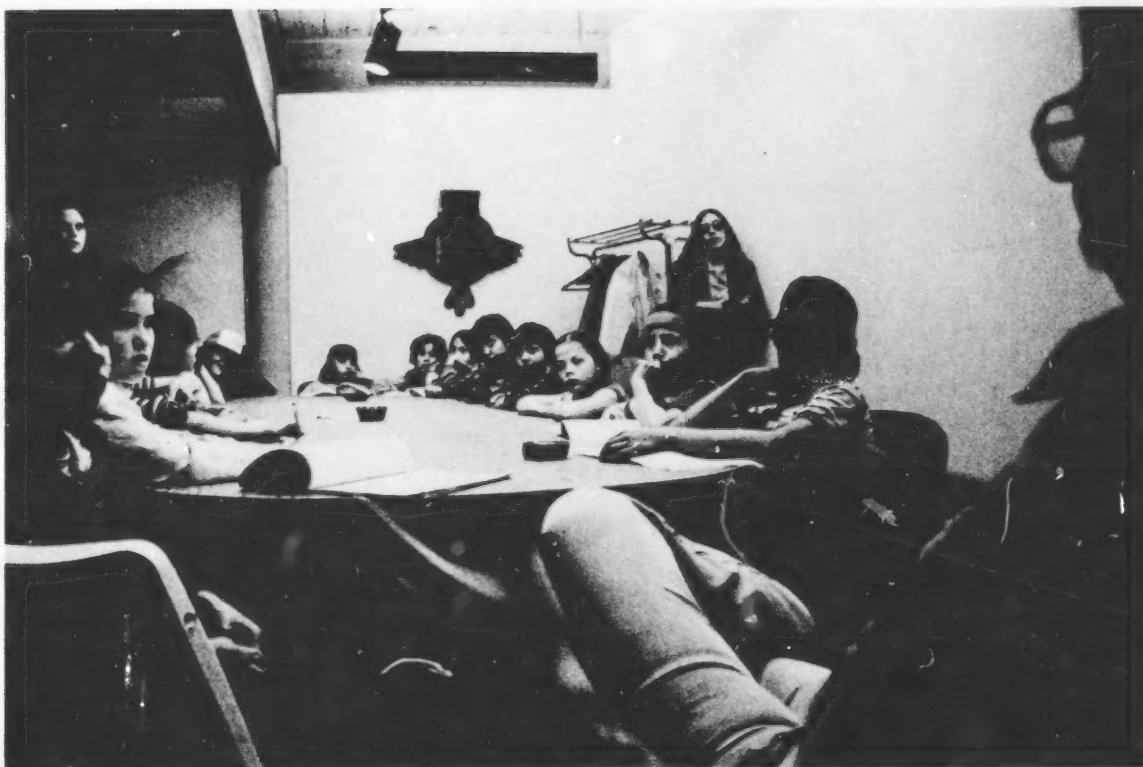


them and has acquired a faculty that is well qualified and quite willing to deal with the unique situation at OSCC.

Future Plans

Faculty related plans include continued attention to the concerns expressed above. Retention and effective recruitment are receiving steady attention. Increases in the number of full-time faculty members will alleviate the problems of multiple preparations and dependence on part-time faculty members. Faculty participation in governance, improvement in working conditions and staff development will continue to receive attention.

The College has established a sound framework for the faculty to meet its obligations to OSCC students.



Fourth grade class from Little Wound School visits the college and talks with Elgin Bad Wound.

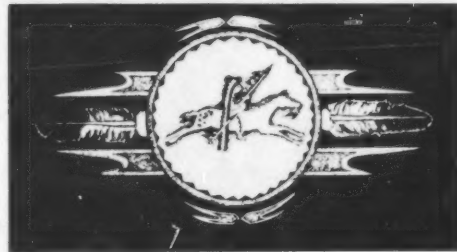
The section on the Long Range Plan is meant to help answer the fourth question asked under the Evaluative Criteria. "Can the Institution continue to accomplish its goals?" At present the Long Range Plan answers this question with a strong and definitive affirmative. In fact, the concern over planning expressed by the NCA team in 1980 has been turned into one of the main strengths of the College.

This section will deal with the development of the plan, purposes, organization, the actual goals and the ongoing planning process. The College began in 1971 so the history of the plan begins there.

The College has had a well-defined Mission and Purpose since 1971 when it was chartered by the Tribal Council (See Chapter I). Operational planning on a short-term basis was done between 1971-1978. In 1978 a Master Planning Committee was set up to design a planning process and planning manual for OSCC. The Committee laid preliminary groundwork for a process.

After the 1980 Biennial Visit of the North Central Association team one of the concerns expressed was "a lack of long range planning." As a result of the work of the Master Planning Committee and the concern expressed by the NCA visitation team, the College initiated a major effort to develop a long range plan in December 1980. The timetable for the LRP development was as follows:

December 1980	Clarification of the College's goals and roles (All Staff)
January 1981	Prioritization of goals and activities; development of selected priority objectives (All Staff)
March-April 1981	Development of selected objectives/strategies, performance measures and resource requirements (Institutional Development Committee)
April 1981	Validation of Plan development process and adoption of the goals and activities (President's Council)
April 1981	Acceptance of the goals and activities (College Board)
May-July 1981	Further Plan development (Office of Institutional Development)
July 1981	Annual Retreat for Planning and Self-Study (Board and Staff)
September 1981	Preparation of draft of LRP
January 1982	(Institutional Development Office and Committee)



January 1982	Circulation of draft for review (Board; Staff; Oglala Sioux Tribe)
February 1982	Revision of draft (Institutional Development Office)
March 1982	Adoption by President's Council Distribution to Board for Study
April-June 1982	Distribution of relevant sections of plan to Committees and organizational units
June 1982	Presentation to all staff Development of annual Division Plans
July 1982	In depth review of plan at Annual Retreat (Board and Staff) and preparation of Division Annual Plans. Formal adoption by Board of Trustees

The Long Range Plan was written to run from 1981-1982 until 1988-1989 or eight years. The key years are actually 1982-1983 to 1986-1987 which is a five year plan. This is the first time OSCC has had a Long Range Planning Document. The next step is weaving it into an ongoing planning process that affects institutional functioning and fulfills the purposes of the Plan. As can be seen in the LRP timetable the Plan was used as a basis for doing annual Division Plans for 1982-83.

Main Points of the Long Range Plan

The main purpose or uses of the Long Range Plan are:

- to work in a coordinated fashion toward the College's long-term goal of self-sufficiency.
- to provide the college with internal program stability.
- to improve the overall quality of the institution, especially academically.
- to expose the long term directions of the College to public scrutiny.
- to provide the constituencies of the College with a basis for holding it accountable.
- to bring roles and goals of the College in line with its limited resources.
- to provide the College with a rational, consistent basis for decision-making, development and coordination of activities and resources.

The Plan is a commitment by the College to maintain its strengths and strengthen its weaknesses. The Plan is seen as a first product from an ongoing planning process that involves people in and around the College.

"The key word, and one which this plan stresses, is process. Planning should be perceived as a continual process that becomes an integral part of the institution."

Elaine Quiver, OSCC graduate, is director of the Foster Grandparents Program.



"Proposal for the Development and Implementation of a Planning Process at OSCC"
—Elgin Badwound, 1978

The Long Range Plan is divided into five sections:

- Section 1. *Mission*—Explains the mission of the College as set forth by its chapter and how this translates to Basic Purposes and Major program areas.
- Section 2. *Students and Environment*—Gives a setting for the Plan in terms of students, geography, sociology, etc.
- Section 3. *Purposes, Scope and Organization*—Outlines the uses of the Plan, the process and history of Plan development and its basic organization.
- Section 4. *Program Goals, Activities and Objectives*—Presents six major Goals of the College in terms of program. Each of the goals is broken down into Activities which are broad sub-goals and include *Current Status and Impediments*. The *Objectives* are then broken down into *Objectives* by the College's five divisions. Under each *Objective* are *Strategies, Milestones, Evaluation Strategies and Performance Measures and Resource Requirements*.
- Section 5. *Management Goals, Activities and Objectives*—Presents four major goals of the college in terms of management (planning, budgeting, operating and evaluating). Each of the Goals is further broken down in the same way as the Program Goals are in Section 4.

The six Program Goals are:

- Goal 1. To maintain and expand knowledge and caring for Lakota values and culture.
- Goal 2. To prepare local people to fill existing jobs on the reservation.
- Goal 3. To take a leadership role in community development.
- Goal 4. To produce graduates through quality two year and four year academic programs, and to provide quality continuing education programs.
- Goal 5. To develop leaders and professionals.
- Goal 6. To contribute to economic development on the Reservation.

The four Management Goals are:

- Goal 7. To have a planning process which provides a basis for making decisions.



As part of the 1982 OSCC graduation activities runners tackle the hilly countryside during the fifth annual Wounded Knee Run.



Goal 8. To have budgeting and financial resource system which can sustain and expand OSCC operations.

Goal 9. To have a participative management system that operates OSCC programs efficiently and effectively.

Goal 10. To have an evaluation system that monitors the efficiency and effectiveness of OSCC and provides feedback for planning, budgeting and operations.

Exhibit 4-B and pages 19 and 20 of the Plan are included to show how a Goal (Goal 1) is broken down further into activities (Sub-Goals),

Objectives, Strategies, Milestones, etc. The actual plan is 84 pages and will be available for review by the visitation team.

The Long Range Plan itself contains a goal (Goal 7) for setting up an ongoing planning process. Goal 7 has been included to show the objectives involved in this process. The Goal will be discussed in detail here.

There are three Activities under Goal 7 "To have a planning process which provides a basis for making decisions." The Activities are:

7.1 OSCC will have a needs assessment system which keeps it appraised of community and reservation needs by 1986.

7.2 OSCC will develop a Management Information System which provides necessary planning and management data.

7.3 OSCC will have an updated long range plan which is used as a basis for budgeting and operational short-range planning.

Both Activity 7.1 and 7.2 deal with having the data necessary to do basic planning. These Activities address a concern of the NCA Biennial Visit (November 1980) which was "lacking in overall data collection. School must strive to improve their data base. A special need is in the area of followup studies of OSCC graduates." Objectives under these activities include the development of systems to deal with demographic and employment information, a community needs input, student information, financial aids management, graduate follow-up and organization-wide filing.

Activity 7.3 has the following Objectives:

7.31 The OSCC Long Range Plan will be reviewed by community groups, the Tribal Council, personnel and Boards and be revised by 1982. (IDO)

7.32 A planning process will be in place which updates the Long Range Plan and accomplishes annual action planning by 1983. (IDO)

7.33 All divisions will have annual action plans generated by 1984. (IDO)

The years mentioned in the Long Range Plan refer to the end of the fiscal year so it would be September 1982 for the LRP and September 1983 for the planning process to be operational. The IDO refers to the Division having primary responsibility which in this case is the Institutional Development Office. Under the Objective 7.32 the milestones are to have the process designed by December 1982 and implemented by September 1983. A first draft of an Annual Planning, Evaluation, and Budgeting Cycle is attached.

The Plan is useful in many ways as outlined previously in the purposes. The immediate uses of the Plan have included:

1. Basis for development of Annual division Plans.
2. Basis for development of Individual Employees' Work Schedule forms. These progress from College Mission to Goals to Division Objectives to Program Objectives to Individual Job Objectives. The Work Schedules shows an individual how he/she fits in the overall College plans and also provides a basis for evaluation.
3. Milestones for program evaluations.
4. Source document for the Title III (Institutional Aid Program) proposal and other proposals.
5. Report to Tribal Council and other entities on what the College is doing.

The Long Range Plan provides a useful tool for OSCC to maintain its strengths, strengthen its weaknesses and expand its services in a graduated and orderly manner into all the areas covered by its mission.

College staff review long range plan during 1982 OSCC retreat.



Exhibit 4-B

Goal 1: To maintain and expand knowledge and caring for Lakota values and culture.

Activities

1.1 The College will place Oglala's who know and appreciate the values and culture, as role models in teaching and leadership positions across the Reservation, by June 30, 1989. (*Vice President for Instruction*)

1.2 The College will become a living curriculum/resource center on Lakota culture, history, values and crafts for use Reservation-wide and most particularly, in the elementary and secondary schools, by September 1989. (*College President*)

4.1 Goal 1: To maintain and expand knowledge and caring for Lakota values and culture.

4.1.1 Activity 1.1: The College will place Oglala's who know and appreciate the values and culture, as role models in teaching and leadership positions across the Reservation, by June 30, 1989. (*Activity Manager: Vice President for Instruction*)

Current Status: Many leadership and training positions are filled by people who do not know, appreciate or live the Lakota values and

Objectives

1.1.1.1 People in the following leadership positions on Pine Ridge will have received training in Lakota values, culture, history and traditions through OSCC sponsored programs: (listing) (*Instructional Division*)

1.1.1.2 OSCC will sign contracts to teach Lakota studies courses to employees and managers of the following organizations: (listing) (*Instructional Division*)

1.1.1.3 The Oglala Sioux Tribal Council will require Lakota studies training for all employees, by September 1983. (*Office of the President*)

1.1.2.1 At least 50% of the elementary and secondary teachers employed on the Reservation will be of Lakota heritage, by September 1989. (*Instructional Division*)

1.1.2.2 Reservation school boards will commit formally to giving preference in filling teacher vacancies to OSCC graduates as follows (listing):

1.2.1.1 The OSCC Board of Trustees will establish an Oglala Sioux Cultural Institute, operated by OSCC, by September 1983. (*Office of the President*)

1.2.1.2 The Oglala Sioux Tribal Council will designate the Cultural Institute as the Tribal Archives by September 1984. (*Office of the President*)

culture. It is important to take steps to maintain the culture, and some elementary and secondary schools are instituting curricula. Many more role models are needed.

Impediments: The impediments include some resistance to Lakota studies as legitimate academic pursuit, limited numbers of faculty who are competent both in culture/values and other academic fields, lack of student preparation in the elementary and secondary schools and Reservation-wide confusion between culture/values and politics.

Instructional Division

Objectives:

1.1.1.1 People in the following leadership positions on Pine Ridge will have received training in Lakota values, culture, history and traditions through OSCC sponsored programs:

- (1) 80% of the elementary and secondary teachers on the Reservation, by September 1984.
- (2) 80% of the Oglala Sioux Tribe employees, by September 1985.
- (3) 80% of the GS-7 and above employees of the Bureau of Indian Affairs, by September 1986.
- (4) 80% of the GS-7 and above employees of the Indian Health Service, by September 1987.

1.1.1.2 OSCC will sign contracts to teach Lakota studies courses to employees and managers of the following organizations:

- (1) Oglala Sioux Tribe, by September 1983.
- (2) Bureau of Indian Affairs, by September 1984.
- (3) Indian Health Service, by September 1984.
- (4) Chartered organizations, by September 1985.

1.1.2.1 At least 50% of the elementary and secondary teachers employed on the Reservation will be of Lakota heritage, by September 1989.

1.1.2.2 Reservation school boards will commit formally to giving preference in filling teacher vacancies to OSCC graduates (assuming the availability of qualified graduates) as follows:

- (1) 2 school boards, by September 1983.
- (2) 2 school boards, by September 1984.
- (3) 2 school boards, by September 1985.
- (4) 2 school boards, by September 1986.
- (5) 1 school board, by September 1987.

The College will use three primary strategies to achieve the objectives:

- a) Continue to train potential leaders in Lakota Studies while they are enrolled at OSCC.
- b) Continue to guide graduates to positions that will lead to them becoming leaders and role models. (See also Goal 2.)



c) Develop and offer continuing education courses for persons who already are in leadership/role model positions. (See also Goal 5.)

The College also will influence school administrators and school boards to place College graduates as teachers and to send potential quality teachers (e.g., teacher aides) to OSCC to become certified teachers.

Milestones:

Multi-media instructional packages in Lakota history, culture and values will be developed and used in all OSCC courses for instructor development and extension Lakota studies courses, by September 1984.

Evaluation Strategies and Performance

Measures: Evaluation will be conducted through records of contracts signed and participation of employees in programs. Numbers and percentages of employees trained will be the performance measures.

School districts will be surveyed annually to assess attainment of the objective. Progress toward accomplishing the objective will be monitored through contract reviews.

First annual OSCC Homecoming took place in October of 1981, below; while post game activities included a picture of OSCC's winning team (opposite page).



Exhibit 5-A

Goal 7: To have a planning process which provides a basis for making decisions.

Activities

7.1 OSCC will have a needs assessment system which keeps it appraised of community and reservation needs by 1986. *(Executive Vice President)*

7.2 OSCC will develop a Management Information System which provides necessary planning and management data. *(Executive Vice President)*

7.3 OSCC will have an updated long-range plan which is used as a basis for budgeting and operational short range planning. *(Director of Institutional Development)*

Objectives

7.1.1 Up to date demographic and employment information on the Pine Ridge Reservation will be on file by 1985. *(Community Services Division)*

7.1.2 An organized community needs input system will be in place by 1986. *(Community Services Division)*

7.2.1 A computerized Student Information System will be operating by 1983. *(Community Services Division)*

7.2.2 A computerized Financial Aids Management System will be in use by 1984. *(Community Services Division)*

7.2.3 A graduate Follow Up System will be operational by 1985. *(Community Services Division)*

7.2.4 A general information paper flow and filing system will be set up by 1986. *(IDO)*

7.3.1 The OSCC long range plan will be reviewed by community groups, the Tribal Council, personnel and Boards, and revised by 1982. *(IDO)*

7.3.2 A planning process will be in place which updates the long range plan and accomplishes annual action planning by 1983. *(IDO)*

7.3.3 All divisions will have annual action plans generated by 1984. *(IDO)*



*First Draft***Annual Planning, Evaluating, Budgeting Cycle**

This document proposes an annual cycle for reviewing and updating the College's plan, objectives, work schedules and budgets, with each using information from the others. The process is diagrammed in Exhibit 1.

<i>Month</i>	<i>Task/Activity</i>	<i>Goes To</i>	<i>Responsible</i>
August	Conduct and/or collect needs assessments/information from for example graduates, Tribal Council, employers, students, etc. (IDO not do all, but collect for feed into setting College priorities).	President's Council	IDO
February	Draft the College's priorities for the next year.	Board of Trustees	President's Council
March	College priorities approved	President's Council	Board of Trustees
March	Prepare priorities (for Divisions to address in their objectives and work plans	Division Heads	President's Council
May	Conduct preliminary evaluations of current year's objectives. (Will some not be completed that should be included in next year's?)	President's Council	Division Heads
May	Update priorities for Division based on evaluations of current year's objectives	Division Heads	President's Council
May	Prepare preliminary College budget for next year.	Division Heads, unit heads, etc.	Fiscal Office
June	Update priorities for units based on revised Division priorities.	Unit Heads	Division Heads
June	Complete unit objectives, activities and preliminary budget request.	Division Heads. Budget to Fiscal Office	Unit Heads
June	Update preliminary budgets based on input from units	Division Heads	Fiscal Office
July	Prepare Division objectives	President's Council	Division Heads
July	Review Division objectives. Accept, reject, request modifications	Division Heads	President's Council
August	Revise Division Objectives	Unit Heads & President's Council	Division Heads
August	Modify unit objectives	Division Heads	Unit Heads

August	Approve Division Objectives	Divisions & Units	President's Council
August	Develop work schedules	Division & Fiscal Office	Unit Heads
August	Adopt work schedules	President's Council	Division Heads
Sept.	Prepare final budget	President's Council	Fiscal Office
Sept.	Approve budget and prepare college objectives	Board of Trustees	President's Council
Sept.	Approve budget and college objectives		Board of Trustees



Senator Larry Pressler addresses the college graduation in June of 1978 (above), while in July the staff and board reviewed the status study at the first annual summer retreat, (below).



Summary

Oglala Sioux Community College is seeking initial accreditation and a change in its degree granting level so it can offer both associate and bachelor programs. At this time the College will limit itself to the Bachelor of Science in Elementary Education. The Self-Study Report has shown that OSCC meets the North Central Association's General Institutional Requirements and Evaluative Criteria for accreditation. The summary will review the Requirements and Criteria, highlight the strengths and present a resume of the concerns and plans to deal with the concerns.

A. General Institutional Requirements and Evaluative Criteria Requirements of the Institutional Program

1. Oglala Sioux Community College had its mission formally adopted in 1971 by Oglala Sioux Tribe Ordinance 71-01 which states that the College will "establish and operate institutions granting post-secondary degrees and certificates...and to generally coordinate all higher education on the Pine Ridge Reservation."

2. Oglala Sioux Community College offers educational programs in at least eight areas meeting identified higher education needs on the Pine Ridge Reservation and which include general education as elements.

3. Oglala Sioux Community College has adopted a statement of potential students in its charter which states "higher education on the Pine Ridge Reservation." The recently revised purposes also state that the primary student population are members of the Oglala Sioux Tribe. OSCC has an open admissions policy as stated in the Catalog.

4. Oglala Sioux Community College currently has students enrolled in one year, two year and four year post secondary education programs.

5. Oglala Sioux Community College has awarded 191 Associate degrees to persons successfully completing its educational program. The College has also awarded one-year certificates in agriculture, carpentry, business and nurse's aid training. The College offers courses leading to the Bachelor's and has had one person, who took all coursework at OSCC, have the Bachelor of Science in Elementary Education conferred by a cooperating institution.

Requirements of the Organization

6. Oglala Sioux Community College has a charter from the Oglala Sioux Tribe which

authorizes it to "Grant post-secondary degrees and certificates."

7. Oglala Sioux Community College conducts its activities on the Pine Ridge Reservation. The Oglala Sioux Tribal Council conferred authority to operate and confer degrees through the charter of the College.

8. Oglala Sioux Community College has a chief executive officer appointed by the Board of Trustees. The President of the College has been in office since 1978.

9. Oglala Sioux Community College has a Board of Trustees of which nine members are elected by the members of the Tribe in the District they represent and of which three members come from the Tribal government.

Requirements of Operation and Public Disclosure

10. Oglala Sioux Community College has as its funding base the Tribally Controlled Community College Act (PL 95-471) which provides half of its funding and which flows from the U.S. Government's treaty obligations for education. Bureau of Indian Affairs contracts, competitive government grants and a small endowment round out the funding base. In the Long Range Plan OSCC details objectives for moving into private sector funding and increasing the endowment.

11. Oglala Sioux Community College has its financial statements audited annually by a CPA firm and the audit reports are available to the public and the Commission on request.

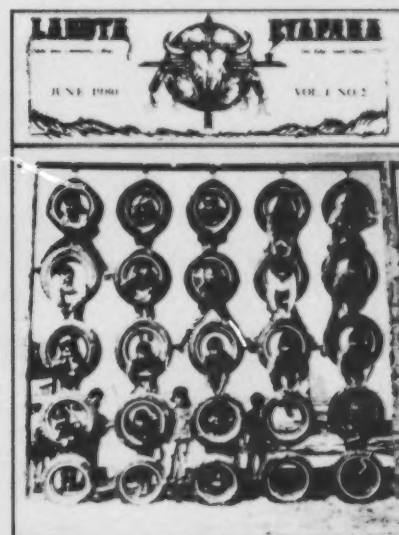
12. Oglala Sioux Community College makes freely available to all interested persons complete, fair and accurate descriptions of its programs, activities and procedures through the College Catalog and other publications.

13. Oglala Sioux Community College has graduated nine classes at the Associate degree level since 1974. The College has graduated one class at the Bachelor's degree level with all course work done at OSCC and the degree conferred by the cooperating institution.

Evaluative Criteria

1. Oglala Sioux Community College has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary institution.

In the 1880's the Oglala Sioux Tribe went from nomadic, culturally unique, independently governed group to a people confined on the reservation, faced with extinction of their culture and stripped of all power to govern themselves. After the early 1900's although Oglala were not physically confined to the reservation most found they did not





have the skills to function outside of it and often those who did have the skills found they did not want to leave their familiar culture. Over the past one hundred years the Federal education system vacillated between total assimilation of the Oglala into the white mainstream and allowing them to retain some semblance of cultural identity. In 1934 the Tribe was given back a form of self-government by the Indian Reorganization Act which patterned its constitutions on the U.S. Government and took little account of traditional Tribal government.

Through all of this the Oglala Sioux people maintained their identity, customs, beliefs and attachment to the Mother Earth. Ironically the revitalization of the Tribe began as a result of the Poverty Program (OEO) in 1965 rather than from specific Indian legislation. This act and the subsequent social legislation for the first time gave the tribe resources to manage and means to educate its people as it saw fit. Once the Tribe had some resources it took only five years to assert inherent rights and to pursue a course of "self-determination." In 1969 Tribal leaders saw that a first basic need was human resources and, upon looking around, saw very few trained people, virtually none with college degrees and many, who had been literally pushed out of the educational system, without even high school diplomas. The Tribal leaders saw that there was money for training, but no avenue to provide it in a way that people could become both competent and credentialled. The leaders also knew that the majority of Tribal members for either economic or cultural reasons wanted to pursue training on the reservation.

Thus, Oglala Sioux Community College was chartered in 1971 by the Oglala Sioux Tribal Council to offer programs leading to certificates and degrees for the people of the Pine Ridge Reservation.

Contained in this mission were the purposes of providing trained resources to staff tribal offices and programs, to study and teach the Lakota culture, to develop high academic standards while being open to all Tribal members and to assist the Tribe and its Districts to meet overall development needs.

The purposes have remained the same over the past twelve years, but have been reworded for clarity a number of times. The purposes which flow directly from the mission are published each year in the college catalog.

In working to accomplish its purposes the College functions in a unique environment economically (lowest per capita income in the U.S. and 75% unemployment), culturally (trying to reconcile the Lakota culture with the demands of the current world) and governmentally (assisting an emerging Tribal government moving toward self-determination). OSCC has put together the resources to accomplish its purposes in accord with this environment.

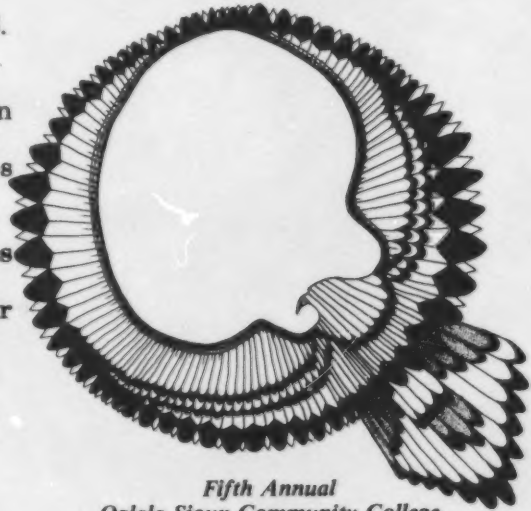
2. Oglala Sioux Community College has effectively organized human, financial and physical resources into educational and other programs to accomplish its purposes.

The College has gone from a group of volunteers in 1970 to a staff of over eighty-five people including a full-time faculty of twenty-five including seven with doctorates and eleven with Masters. The College has gone from having administrative quarters in an old government living quarters building and holding classes in local elementary schools to a Central Administration building (Piya Wiconi) of 50,000 sq. ft., a library and bookstore building of 8400 sq. ft. and nine District Centers providing office and classroom space in each of the reservation's nine districts.

The College has gone from a budget of \$63,000 supplied by the Bureau of Indian Affairs and private foundations in 1971 to a budget averaging 2 million over the last four years with about half of this supplied by the Tribally Controlled Community College Act which flows from treaty rights and has an FTE student based formula for funding.

The College is organized into two main service divisions, Instructional Division and Community Services and Student Development Division, and three administrative support offices (President, Business and Institutional Development). The main Board of Trustees makes overall College policy and there are nine Local District Boards which deal with local matters and can bring recommendations to the Main Board. The Piya Wiconi Okolakiciye and its four Standing Committees involves staff, faculty and students in policy development and organizational improvement. The Long Range Plan (1982-1989), a five year Strengthening Program (Title III) and participation in the ACE/HEMI program point toward an even greater managerial and organizational effectiveness in the near future to allow OSCC to accomplish its purposes more effectively and efficiently.

Accreditation, Planning, and the Future!



*Fifth Annual
Oglala Sioux Community College
Retreat*

July 26-30, 1982

Piya Wiconi - Three Mile Creek - Pine Ridge Reservation



3. Oglala Sioux Community College is accomplishing its purposes. In terms of the first, or Tribal, purpose of providing the Oglala Sioux Tribe with trained personnel and assisting people to be active, productive members of the Tribe, the outcomes are shown by graduate and employment statistics. Of the 191 Associate's degree graduates since 1974, seventy-three are in education, forty-four in nursing and twenty-six in social services which are areas in great demand on the reservation. Of the seventy-three education graduates twenty-eight have gone on to get bachelor's degrees and are teaching in reservation schools. At one elementary school, fifteen of seventeen teachers are former OSCC students.

A review of the Graduate Survey including 1982 graduates shows that 134 graduates are employed on the reservation and seventeen are pursuing further degrees. An OSCC graduate who went on to get a Master's Degree is Director of the Reservation Human Services Program. Another who pursued a Bachelor's degree in Business is the Tribal CETA Director. Five graduates are OSCC District Center Directors.

The College is currently looking at how many students took their first courses or a majority of courses at OSCC and then went on without getting an A.A. The Principal of a local high school is an example of this outcome of the College that has not been measured yet. The same local school has fifteen of its seventeen elementary teachers who graduated from OSCC and went on or who took the majority of their courses at OSCC and went on.

The second, or Cultural, purpose is to present the Lakota perspective in all programs and to research and study the Lakota culture itself. OSCC requires students in all of its programs except Nursing, to take fifteen hours of Lakota Studies courses including Lakota Language (4), Sioux History and Culture (3) and eight hours of Lakota Studies electives. Since most Associate degrees average 60-70 credits this is a substantial (20-25%) commitment of resources. The research and study of Lakota culture has been hampered by a lack of resources, but the recently funded Title III programs provides for a Lakota Resource Center beginning with a Tribal archives.

The third, or Academic, purpose includes maintaining high academic standards, having open enrollments, being accessible to reservation students and teaching basic skills and human values. The Instructional Affairs Committee is charged with developing

academic policy and overseeing standards.

One outcome measure in this area is that thirty OSCC graduates have gone on to complete Bachelor's degrees and four have gone on to complete Master's degrees. As of 1981 twenty-nine of the thirty-nine Nursing graduates had passed the State Board examinations (a rate comparable to other state institutions). OSCC accepts anyone with a high school diploma or GED certificate and the fact that enrollment has gone up from 348 (184 FTE) in the Fall of 1972 to 643 (401 FTE) in the Fall of 1982 shows accessibility to students. Of the Fall 1982 students 590 (92%) were Tribal members. The Lakota Studies requirements (15 credits), General and Basic English and Math Courses Area requirements show a commitment to teaching basic skills and human values.

The fourth, or Community, purpose includes assisting Districts and Communities to determine needs and set goals, providing continuing and community education and providing a second, basic education for high school equivalency students. In the first area, over the past year OSCC has held two workshops for District school boards and two workshops for District planners and has the establishment of a Research Institute in its Long Range Plan to provide accurate statistics for planning purposes. OSCC staff also meet individually on request with District groups. Forty-four community education workshops were held during the 1981-82 academic year in the different districts. Over 700 people attended these workshops in areas such as Lakota Art, health, income tax, home maintenance, crafts, etc. Since 1973, OSCC has had 934 GED graduates and about 50% of these have gone on to take college courses.

Given the needs of the reservation and the breadth of the College's purposes, the College is definitely accomplishing its purposes in relation to the resources it has.

4. Oglala Sioux Community College can continue to accomplish its purposes.

A twelve year history of growth, its present status as indicated by the self-study and a recently developed Long Range Plan are all evidence that the College can continue to accomplish its purposes. As mentioned under Evaluative Criteria 2 on resources the human, fiscal and physical resources of the College are in good shape at present and look adequate for the future.

The Board of Trustees being representative of the reservation population provides policy





continuity and the number of Tribal members in administrative positions provide administrative continuity. The needs of the developing Oglala Sioux Tribe will continue to provide an abundance of students.

A summary of strengths of Oglala Sioux Community College follows:

Strengths

1. The graduates of OSCC are employed and are filling the Tribe's needs for trained personnel.

2. The College maintains a Lakota perspective in its curriculum and operations.

3. The decentralized system of District Centers provides easy accessibility for students in the communities.

4. There is a broad base of grass roots involvement in the College through the Board of Trustees and Local Boards.

5. The students of OSCC are generally mature and highly motivated.

6. The steadily increasing enrollment shows that the reservation people have esteem for the College.

7. The faculty of OSCC is well qualified and stability is growing.

8. There are many Lakota people in key College positions.

9. The College is responsive to Tribal and community needs.

10. The Tribally Controlled Community College Act (PL95-471) gives the college a stable funding base.

11. OSCC has maintained continuity and stability over the past twelve years.

12. The College is in compliance with all Federal financial aid and financial management regulations.

13. The College has a strong participatory management style through Piya Wiconi Okolakiciye and the Committee system.

14. The staff are satisfied with their positions at the College and with their relationships with fellow workers.

15. The institutional, divisional and individual goals and objectives are clear at OSCC.

16. The College has a detailed Long Range Plan which gives it direction and is developing a continued planning capability.

17. The academic offerings of the College are in line with identified reservation needs.

18. The physical facilities of the College are adequate for current operations.

Concerns and Plans

The following is a list of the major concerns

of the College identified during the self-study and a brief description of the plans to remedy them.

1. Although the College's retention rate is higher than for Indian Students at off-reservation colleges, there is a need to improve it. Plans to deal with this include a faculty advisor system, a strong developmental education program, an ongoing survey of students who drop classes, reintroduction of a college orientation course, more training for District Counselors and a rearranging of the course scheduling system.

2. Because of the decentralized nature of OSCC there is a basic need for improvement of communications and streamlining of information and documentation flow. A staff newsletter (Tabloka Oko Wanji) introduced last year, a student newsletter, a computerized Student information system, Committee reviews of registration and other procedures, utilization of the new reservation public radio station and participation in the ACE/HEMI management program are some of the things being implemented to improve this area.

3. Despite the funding base provided by Public Law 95-471, the College needs an enlarged and stable source of funds to improve present programs and to offer new programs needed by the Tribe.

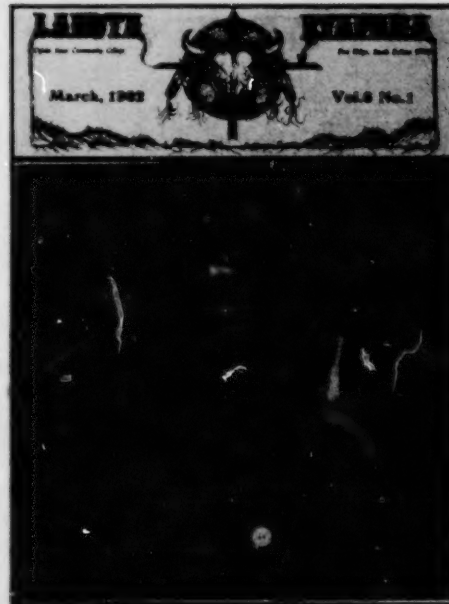
The Long Range Plan contains objectives for regular collection of tuition and fees, interfacing of budgeting and planning for more efficient use of resources, development of a grants and contracts procurement system and the dramatic increase of OSCC's endowment by venturing into the private sector.

4. The Learning Resource Center needs to fill in the gaps in its holdings to support present and future programs.

The move to the new library facility, hiring of a new Director, speeding up of the cataloging process through OCLC, budgeting of LRC acquisition money in each grant or contract (e.g. Title III) and a systematic review of materials related to program areas are the methods being used to ameliorate this situation.

5. The need for the College to expand its programs to provide four year degrees in areas needed by the Tribe and to assist with the development of an economic base.

The College is working on setting up four year degree programs in Human Services and Tribal Management and looking into developing a Secondary Education degree. These are three areas where there is an immense need for bachelor's



degrees. The College is also working on setting up two businesses to function as training sites for reservation business development.

As the summary shows, Oglala Sioux Community College has an important mission, is organized to fulfill its purposes, has outcomes to show that it is accomplishing its purposes and has resources and plans to continue to accomplish its purpose. Tokatakiya!



Abstract of the Self-Study Report Oglala Sioux Community College

This report is a product of the self-study of Oglala Sioux Community College of the Pine Ridge Indian Reservation of South Dakota. As documented in the report, it is the opinion of the Board of Trustees and staff of OSCC that the College meets the thirteen General Institutional Requirements and the four Evaluative Criteria for initial accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Oglala Sioux Community College is requesting initial accreditation at the Bachelor's degree level. This includes accreditation at the associate's degree level for all programs currently offered and at the Bachelor's degree level limited to the B.S. in Elementary Education. The Bachelor's degree would require approval of a change in the degree granting level in the present Status of Affiliation Statement.

Since 1978, under an agreement with Black Hills State College, OSCC has offered all the courses leading to the B.S. in Elementary Education as approved in its candidacy status. The one graduate of the program who received a B.S. degree in 1982 received the actual degree from BHSC. The College is requesting a change in Status of Affiliation so that OSCC can actually award the degree. The Tribal Charter of OSCC allows this, and the Board of Trustees has endorsed pursuit of the B.S. in Elementary Education. The resources are already present since the College has been offering the courses for four years. The change will actually strengthen the program, reduce College administrative time and provide for more service to students by reducing the requirements of coordinating with another institution's procedures.

The College had its initial visit from NCA in 1978, was granted Candidate status in 1979 and had its first biennial visit in 1980. The College is requesting initial accreditation rather than a second biennial visit for continued candidacy. After an intensive two year's of self-study and planning, OSCC feels it is ready for initial accreditation. It has been in existence for twelve years and the only reason the accreditation process was not begun earlier was because of a lack of knowledge about the whole area of accreditation.

OSCC has a clearly stated Mission to provide higher education opportunities to members of the Oglala Sioux Tribe on the Pine Ridge Reservation.





The purposes flowing from this mission were reviewed and clarified during the self-study and are listed earlier in the report.

OSCC has organized adequate human, financial and physical resources to accomplish its purposes. Student enrollment has steadily increased over the past ten years. More qualified faculty are being recruited and retained because of a new recruitment process and revised salary scale. The passage of the Tribally Controlled Community College Act established a firm financial base for the College and other funding supplements this base. A new administration building and a new library facility provide adequate facilities and the nine District Centers will be kept adequate through a maintenance and replacement plan. The overall organization and management of the College is basically sound and being upgraded through a five year Title III Strengthening Program and through participation in the Higher Education Management Institute Program.

OSCC is accomplishing its purposes which are divided into four basic areas: tribal, cultural, academic and community. The tribal area focuses on providing trained human resources for the Tribe and the vast majority of the College's 1981 graduates are either working on the reservation or pursuing further degrees. The cultural focus on the study and presentation of a Lakota perspective is being accomplished through the requirement of 15 hours of Lakota Studies for all students, emphasis on Lakota perspective in curriculum revisions and the establishment of a Tribal archives to provide source documents for research and development. The academic focus stresses maintenance of high academic standard while at the same time having open enrollments and being accessible to reservation students. The Instructional Affairs Committee monitors standards and is setting up a developmental education program. Of the 600 plus students enrolled at OSCC each semester, ninety percent are Tribal members. The community focus includes assisting with District development needs, providing community education and having a sound high school equivalency program. The College has over 900 GED graduates, offers about forty workshops a year in the Districts and has established an Office of Special Projects to work with the Tribe and Districts in areas that foster development.

The history of OSCC shows a steadily expanding and improving institution which provides for the educational needs of the Oglala Sioux Tribe unmet by any other institution. The

recently completed Long Range Plan assures the continuity of the College by linking its development even more closely with the development needs of the Tribe. As a result of the efforts of Board, staff and students on the self-study, the College finds itself with increased capacity to fulfill its mission of providing higher education on the Pine Ridge Reservation.



Frank Fools Crow, medicine man, conducts a pipe ceremony during college graduation.

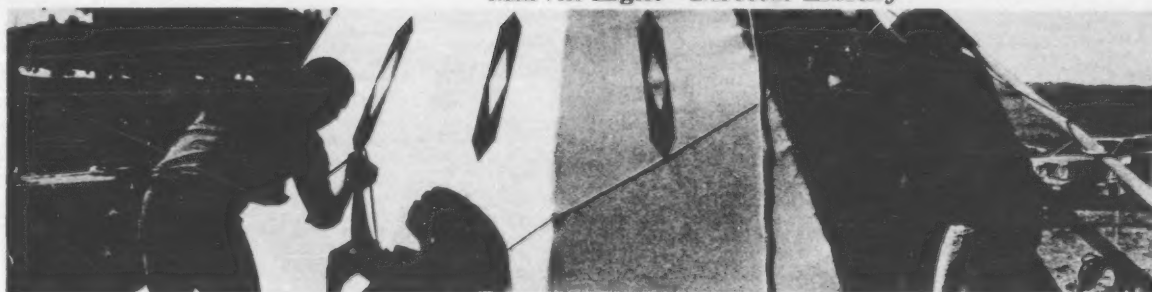
Committee Membership 1982-1983

Student Services

Tracy Trimble, Chairperson—Education
Department Chairperson
Jeannie Long—Tutor-Martin
Jackie Big Crow—Counselor-Pine Ridge
Evelyn Eagle Bull—Director-Pine Ridge
Karen Doney—Ex. Secretary for Community
Services
Lily Mae Red Eagle—Director-Kyle
Madonna Dillion—Counselor-Batesland
Alice Young—Counselor-Martin
Doris Pumpkin Seed—Assistant Registrar
Theresa Whirlwind Horse—Counselor-Allen
Florence Shot With Arrow—Director-Allen
Archie Hopkins—Assistant Financial Aid
Nick Janis—Director-Wanblee
Rene Mills—Adult Education Field Coordinator
Phinet Red Owl—Tutor-Batesland
Tuffy Lunderman—Financial Aid Director
Tony Fresquez—Executive V.P. for Comm. Service
& Student Dev.
Elaine Beaudreau—Asst. V.P. for Student Services
Kathy Glatz—Instructor-Nursing
Donavan Shangreaux—Bookstore Manager
Ron Randall—A.V. Coordinator

Institutional Development

Cordelia Poor Bear, Chairperson—Adult Education
Coordinator
Dowell Smith—Human Services Chairperson
Tom Allen—Director of Institutional Development
Thelma Good Voice Elk—Receptionist
Susie White Thunder—MIS Coordinator
Roy Stone—Director-Porcupine
Emory New Holy—Director-Oglala
Gertie Swain—Director-Manderson
Carolyn Johnston—Instructor-General Studies
Joe Fast Horse—District Coordinator for Library
Janis Emery—Instructor-Education
Gordon Weston—Asst. V.P. for Community Services
Charmaine Brooks—Tutor-Porcupine
Wesley Hawkins—Counselor-Wanblee
Marvin Light—Director-Library



Activities Committee

Karlene Hunter, Chairperson—Assistant Registrar
 Tuffy Lunderman—Financial Aid Director
 Jonnie Clifford—Secretary
 Beverly Hernandez—Chief Accountant
 Karlene Sierra—Assistant Financial Aid
 Donna Red Ear Horse—Counselor-Oglala
 Elaine Beaudreau—Asst. V.P. for Student Services
 Walean Herman—Ex. Secretary to President
 Alvin Slow Bear—Tutor-Oglala
 Emma Gallego—Counselor-Pine Ridge
 JoAnn War Bonnett—Tutor-Pine Ridge
 Larry Good Crow—Purchasing/Property
 Cindy Iron Cloud—Accounts Payable
 Vera Mousseau—Accountant I
 Carmel Cuny—Business Manager
 Ted Standing Soldier—Counselor-Kyle
 Jim Hunter—Maintenance
 Vincent Fire Thunder—Maintenance Asst.
 Tom Casey—Director of Media and Publication
 Colin Hobson—Instructor-Carpentry

Instructional Affairs

Jeanne Smith, Chairperson—Instructor-General
 Studies
 Jim Johnston—Instructor-Human Service/General
 Studies
 Wayne Claymore—Special Projects Coordinator
 Mo Salih—Applied Science Dept. Chairperson
 Robert Gay—Instructor-General Studies
 Doris Pumpkin Seed—Assistant Registrar
 Calvin Jumping Bull—Lakota Studies Dept.
 Chairperson
 Jeaneane Jumping Eagle—Ex. Secretary for
 Education Department
 Dorothy Gonzales—Director-Batesland
 Rinard Yellow Boy—Program Asst. Applied Science
 Department
 Debbie Dunn—Instructor-General Studies
 Phyllis Swift Hawk—Tutor-Wanblee
 Carol White Calf—Catalog Clerk
 Joan Nelson—Nursing Department Chairperson
 John Van Goethem—General Studies Department
 Chairperson
 Pearl Bettelyour—Director-Martin
 Eli James—Instructor-Lakota Studies
 Irene Meigh—Instructor-Applied Science
 Javed Aizaz—Instructor-Applied Science
 Greg Gagnon—V.P. for Instruction
 Ursula Coleman—Human Services Instructor
 Theresa Moshofsky—Instructor-Nursing
 Ebrahim Kazimi—Instructor-General Studies
 Pat Lee—Instructor-Lakota Studies
 Dorothy Black Crow—Instructor-General Studies



This Week's News...in Brief

THE LAKOTA TIMES
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Pine Ridge South Dakota
"Serving the Lakota Nation."
THURSDAY, APRIL 20, 1982

OGDALA SIOUX COMMUNITY COLLEGE: WORKING OR NOT???

...the college is a success story...
...the college is a success story...
...the college is a success story...



TROUBLE IN CROW COUNTRY

...the college is a success story...
...the college is a success story...
...the college is a success story...

CONGRESSIONAL RECORD
May 20, 1982
HIGHER EDUCATION AMONG
NATIVE AMERICANS
HON. THOMAS A. DASCHLE
OF SOUTH DAKOTA
IN THE HOUSE OF REPRESENTATIVES
Thursday, May 20, 1982

Mr. Daschle. Mr. Speaker, it is with enthusiasm that I, along with Congressman Paul Simon and other colleagues, introduce the reauthorization of the Tribally Controlled Community Colleges Assistance Act. This bill has greatly enhanced higher education among native Americans and has, as its title suggests, been written with much guidance by tribally controlled community colleges.

Indian people are at the low end of the economic ladder in this country—they have a poverty rate 300 percent greater than the national average, the highest unemployment rate, and the worst health conditions in the Nation. The investment we make in Indian education is one of the best things we as a Congress can do. The modest amount of money we expend is paid back over and over again, both in monetary and nonmonetary terms. The costs of a lack of education to individuals and society as a whole by any measure—economic, social, spiritual—are much more than the investment we make to insure an educated populace.

I would like to submit for inclusion in the Record an article from the Lakota Times regarding the success of one tribally controlled community college, the Oglala Sioux Community College located on the Pine Ridge Indian Reservation. I urge my colleagues to read this success story and to support the Tribally Controlled Community Colleges Assistance Act.

OGDALA SIOUX COMMUNITY COLLEGE
WORKING OR NOT?
(By Reva High Horse)

KYLE—A recent report from Oglala Sioux Community College shows that 86 percent of its graduates are employed. Another 10 percent are in school.

Out of 163 graduates since the school opened, only 4 percent are not working or in school.

"On a reservation where there is 80 percent unemployment, a study showing the 86 percent of our graduates have jobs certainly proves that getting a degree is effective," observes Tom Allen, director of Institutional Development at the college.

Graduates since the college opened in the fall of '72 have gone into all walks of life. Most have stayed on the reservation, going into work that will benefit the people here. The college has produced, for example, four Tribal Councilmen, a Tribal Treasurer, a postmaster - the current head of Public Health Human Services, two community health representatives, two mental health workers, and four social workers. All are working on the Pine Ridge Reservation.

Thirty teachers, 30 nurses and 18 teacher aides also graduated from OSCC. The overwhelming majority work on the reservation. Seventy-four percent of the nurses who graduated from OSCC have passed the state boards.

The school's adult education program has trained 756 people for their high school equivalency degrees, as well as the 163 graduates with A.A. degrees.

Officials say they are pleased to see that one of their goals for the college has been achieved: manpower coming out with the school's A.A. (associate of arts) degree is going back to work for the community. The college is producing directors of local programs, government representatives, nurses for the local hospital, and teachers for the local schools.

SELF-DETERMINATION

"There's been a big push for self-determination and local control," comments OSCC graduate, Francis Montileaux, "but we need Indian people with credentials. Until we get them, programs will select non-Indians who are qualified." The director of Human Services at the Public Health Hospital says that's why education and credentials are so important.

Montileaux was in the first graduating class from OSCC, in the spring of 1974. That first degree propelled him forward, and he went on to get his B.A. from Chadron State, and then his master's degree from the University of Utah.

"I really believe I would never have gone further than high school if the college hadn't been there," he said. "I didn't have the ambition, then, to leave the reservation—and junior colleges, across the country, are very expensive. It's been a real advantage for us to have a local college, right here, where people can get to it."

"It was sort of a catalyst in my life," he said. Montileaux, who is the only Lakota on the reservation with a master's degree in health, became director of Human Services at the hospital last month. He had been chosen as acting director last year, after heading the BIA Social Services program.



*Tom Daschle, U.S. Congressman
South Dakota*



Did he think he'd be in the position he is now if he had not gone to OSCC and pursued higher education. "I doubt it seriously," he said.

Cordelia Attack Him also talked about the benefits she received from her two years at OSCC. She graduated from the college in 1978, after being married and raising a family. Cordelia, who now teaches Lakota Studies at OSCC, served as a consultant at Harvard University this year—teaching a course in Native American Religion there in February. She has been asked to give another course at Harvard in May.

"I wouldn't have been able to go to college if OSCC hadn't been there," she explained. Lakotas have very strong family ties, and with the extended family concept, people want to be able to care for their grandparents or other relatives. So, since I had children, I didn't want to go off the reservation to study.

"I had been teaching elementary school, and telling the kids they should get an education. So I decided to practice what I preached."

That was in 1971. Cordelia became a part-time student, taking a few courses here, and a few courses there—and then enrolled fulltime. Her son, John, 19, and her daughter, Lolita, 20, have also taken courses at the college.

"The school has improved since I went there. There are more courses, and some pretty good instructors. When OSCC opened, you'd find four or five students in a course; this year 32 signed up for my Lakota Social Systems course," she said.

More people are signing up at the college now than in the past. Enrollment this spring reached 670, a big jump from the 348 who registered for classes in the fall of '72.

One interesting fact emerged from the survey: 85 percent of the OSCC graduates are women. Only 15 percent are men. "The women are more aggressive. They're really out there pushing for what they want," Cordelia observed. "I notice, in my own classes, that the men will be going along fine, then they drop out for a semester. They're not as steady."

"I think they're too used to being forced to go to classes in high school. They find it hard to make themselves do it on their own. They're just too used to being told what to do," she said.

Montileaux, who is trained to observe people in his field, psychiatric social work, offered his own theory on the high number of women in college: "I think Indian women are more responsible, more concerned about the future of their children."

The male children are favored, even catered to, and are not given many responsibilities.

"So the women—in all Native American groups, not just Sioux—mature emotionally way before the men. They're more motivated." He said he'd seen the same thing in graduate school; there would be eight women in a class to every man. "It's unbelievable, but it's true," he said.

One hundred and thirty nine women have graduated from the school since '74. In the same seven-year period, 24 men graduated.

The overwhelming majority of graduates are Indian (89 percent). But there have been some white students (18, or 11 percent)—even some from off the reservation. Maxine Watson is one of them. Maxine is from Rushville, and is now director of nursing at the Parkview Lodge Nursing Home in Rushville.

"I didn't have to give up being with my family to go to college," she said. "OSCC provided a place for a lot of men and women to go to school who wouldn't have gone, otherwise."

Maxine said she was one of only two white students in her class, but she was never made to feel uncomfortable by the Indian students. "We got along fine," she said, looking back.

Several graduates said they thought the college could have been more demanding on the students in its early days. Some, going on to four-year schools, said they found their study habits were poor, and their basic skills in writing and math weak. Another student pointed to the problem of too many students dropping out before finishing.

There have been changes to work on these problems, Allen said. More Basic Skills courses are offered now, and there is more emphasis on teaching study habits. "We're also working on the retention rate. That is an area of concern—the problem of students signing up, and then dropping out before they get their degree."

OSCC was first chartered by the Tribe in 1971, under Tribal President Gerald One Feather. The federal New Careers Program, headed by Birgil Kills Straight, gave the school a big boost when it started, Allen explained. The college has branches in all nine districts of the reservation, so people can attend classes close to their homes.

"I think in the beginning, people had seen so many programs come on the reservation, flounder around, and fall apart, that they didn't expect the college to be around for very long, said one graduate, "I think that was the attitude of most of the students, in the beginning.



Tom Allen, Director Institutional Development office.

"But people saw that it didn't flounder, that it stayed around—and that lots of students have walked out its doors with degrees. And with jobs.

"So they're taking it pretty seriously now."





